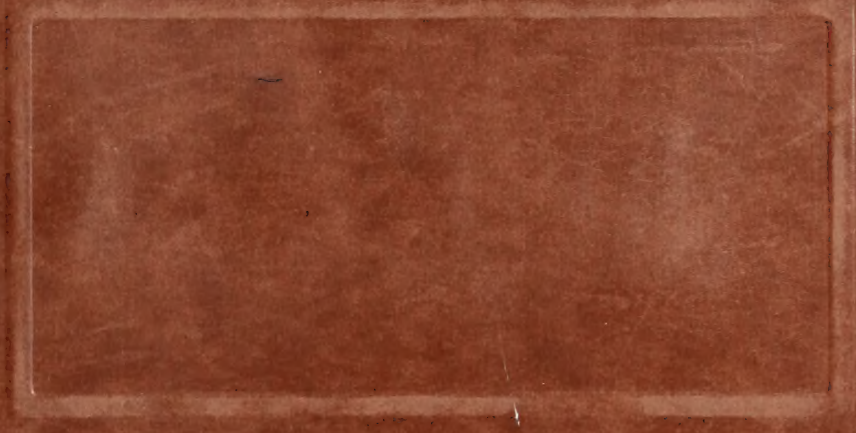


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1945

Service Paper.

Improving reading comprehension  
in the social studies





BOSTON UNIVERSITY  
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BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

IMPROVING READING COMPREHENSION  
IN THE SOCIAL STUDIES

Submitted by

Mary Gertrude Skahan

A.B., Trinity College, 1921  
Washington, D.C.

A service paper in partial fulfillment of requirements  
for the degree of Master of Education.

1945

First Reader: Donald D. Durrell, Dean of School of Education  
Second Reader: Franklin C. Roberts, Professor of Education  
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for their invaluable guidance in the planning  
and development of this study.



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## INTRODUCTION

The keen interest in reading existing today has stimulated the preparation of this service paper. The demand is insistant and nation-wide for help in improving reading in secondary schools and colleges. It is recognized that reading problems at various educational levels have much in common. On the other hand, there are certain of the problems that the more mature reader faces at the higher levels which are more or less unique. All demand intensive study. Failure to provide guidance in reading in the past was based on the assumption that pupils learn to read in the elementary schools and as a result require no further training at the more advanced levels. The fallacy of this assumption is indicated by the difficulties that many high school and college students meet in the reading requirements of their various courses.

The relatively large percentage of poor readers in high schools and colleges is in part a natural result of a wide variation in the ability of pupils to learn and of differences in the nature and effectiveness of the instruction in reading provided in different schools. It is also due in part to recent trend and policies which are highly desirable, for example, the increasing proportion of pupils who remain in school; standards of promotion that are based on total achievement rather than excellence in a particular subject, such as reading; the steady upgrading of requirements which results in the delayed appearance of reading deficiency and the increasing sensitivemess of teachers and school officials to reading disabilities and its causes. As one reform follows another, it is clear that adequate provision for reading is essential



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The value of carefully planned guidance in promoting growth in reading has been demonstrated repeatedly through experiments carried on both in high school and colleges. A large majority of these studies have shown a gratifying degree of improvement in the efficiency of deficient readers. For example, McCallister<sup>(24)</sup> found that periods of training varying from eight to twenty-four weeks resulted in greater improvement in reading than would normally be expected during an entire year of regular school work. Of ever greater significance is the fact that guidance in reading for students of all levels of ability has been shown experimentally to be of great value in promoting scholastic attainments. For example, Jacobson<sup>(20)</sup> showed that guidance in reading in General Science not only increased achievement in that field, but also improved the general academic standing of the students involved. Studies by Clark<sup>(3)</sup> provided clear evidence that guidance in reading each week during regular algebra periods removed many of the stumbling blocks to achievement in that subject.



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## CHAPTER I

### THE PROBLEM AND PREVIOUS RESEARCH

The problem is to prepare materials which will enable students to discover more easily the main ideas and supporting details of a paragraph or series of paragraphs as an aid to better comprehension of all reading materials that they meet in their everyday life.

#### Importance of Developing This Skill.

According to Strang<sup>(33)</sup> (pp.43-44) the ability that is probably required most frequently of high school students is the ability to get the "gist" of the author's meaning. Adler<sup>(1)</sup> believes that this ability is indispensable in the reading of any expository work in college while Dale and Tyler<sup>(5)</sup> have shown that it is more frequently required by adults in the reading of non fiction. Indeed, one evidence of maturity in reading is the habit of reflecting as one reads and asking what it is that the dramatist, the novelist, the columnist, or the propagandist is driving at.

To state in a few sentences what a book is about is not easy. Even "good" books, and they are easier than "bad" books, may leave the student confused as to their meaning. Green<sup>(14)</sup> has shown that only a small percent of high school seniors have any idea of the meaning and significance of Macbeth or Idylls of the King or see anything in Silas Marner except a good story and some rather vague life lessons. This situation can readily be duplicated in other fields where students constantly meet difficulty in grasping the unity and meaning of a

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scientific report, an episode in history, a mathematical problem, or an examination question.

An aid in grasping the gist of an author's meaning is the ability to get the central idea or the main thought of a paragraph or a series of paragraphs. This ability is essential to understand a theory, a rule, or a law-content which was found by Pressey<sup>(29)</sup> to comprise 16 percent of the textbook material of college freshmen. Some students are able to get the main idea of a passage once their purpose is so defined, while others need to look for main idea words and key sentences as cues to the main thought. If the passage is long, they may need to follow a series of systematic steps in reading of which those suggested by Knight and Traxler<sup>(22)</sup> are illustrative: (a) studying the title for a cue to the main idea; (b) reading carefully one or two early paragraphs to see what the author plans to do; (c) giving special attention to the topic sentences of the paragraphs; (d) reading on through the selection, noting how the author arrives at his main point; and (e) reading to find a repetition of the main idea.

Finding details to support a central idea is an important ability in all types of reading. "Sometimes," says Gray<sup>(12)</sup> (pp.121- ) "this is a very simple process, particularly in mathematics where facts are presented compactly with little or no superfluous data. This does not mean, however, that pupils are usually efficient in selecting details in mathematics. In point of fact, the evidence is all to the contrary. But it does mean that getting essential details in mathematics is a less complex process than in literature, and the social sciences, where

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one must not only select details that enforce, qualify, or establish the main topic, but must discard those which are used for purposes of explanation, illustration, emphasis or elaboration. In other words, he must have the ability to filter the facts - to distinguish those which are essential to the development of the central idea from those which merely make reading interesting and entertaining, as in fiction, provide a human setting for necessary facts, as in mathematics, or divert the mind from the real issue, as in propaganda. Filtering the facts includes also the ability to distinguish fact from fiction, to isolate what the author has evidence to support from what he merely thinks or feels."

Selecting central ideas and supporting details are important abilities in the critical reading of history, a novel, an editorial, a scientific report, and the like. For here one needs to follow the author's pattern of thought to the end and then to look back over the whole design for imperfections in form, inconsistencies in reasoning, irrelevancies in data - for anything that may cause one to disagree with his conclusions. If the style is simple and the ideas easily comprehended, the author's pattern of thinking readily shapes itself in the reader's mind. However, if the style is complex, the content unfamiliar, or the reasoning greatly involved, a careful re-reading or outlining may be necessary.

#### General Discussion of Comprehension.

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#### General Discussion of Comprehension

Reading is a highly synthetic process whose end-result is comprehension. If a pupil's eye movements function correctly, if he



recognizes the meaning of separate words and phrases, if he remembers what he reads in successive paragraphs, if he has the necessary background of information, and if he has sufficient interest to attend to his reading, he will achieve an adequate degree of comprehension.

However, if anything goes wrong with a single contributing element, the power of comprehension is at once limited; if there are several defects there will be little or no understanding of what is read. Since any child is, at best, only a beginner in the task of getting meaning from the printed page, he is likely to strike a snag somewhere in such a complicated procedure. His eyes have not yet been trained for accurate and efficient work, his memory span is short, he finds a dozen new words every day, he often has no interest in the subject matter assigned to him, and he may have an extremely small amount of experience by which he can interpret what he reads. It is, therefore, not surprising that his comprehension is often inadequate. A failure to comprehend is not usually due to inadequate intelligence unless one is dealing with defective children.

There are various levels of comprehension. When a pupil can give a reasonably accurate summary of a story, without any interpretations, comments, or insight, a rather low level has been reached. This level is usually reached by the third grade. Throughout elementary school, comprehension sometimes shows greater depth than a mere surface understanding of the events portrayed by a story. Children are thus able to draw obvious conclusions as to the character of persons in a story, their reasons for behaving as they did, or the moral to be learned. A

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In junior high school and high school a teacher can reasonably expect an increased depth of comprehension. According to Cole, (4) (p.196) "the average pupil is able to form some estimate of character, to guess at motives, and to be sensitive to meanings which are implied but not expressed. For the first time, pupils may see Pilgrim's Progress as something more than lurid adventure and Gulliver's Travels as something more than a fairy tale. Quite naturally a wide range of variability in the capacity for seeing such inner meanings exists. The person with a literal and practical mind may miss such meanings through his life. In any case, real depth of meaning should not be expected before the last years of high school, because such comprehension rests upon years of living and experiencing."

Since reading is a very complex mental process, it involves association, judgment, reasoning, and retention of ideas. The degree to which an individual can reproduce ideas, answer questions, carry out directions, draw pictures, or organize and utilize the thought of the material in other ways, determines his success in work with books. Fortunately these phases of comprehension may be measured; and scientific students of reading have been active in devising tests and measuring pupils. As a result of their work, much is being learned about the manner in which the printed page is interpreted and understood.

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important findings in this connection:

1. Comprehension is a far more complex matter for consideration than is rate of reading. Various makers of tests have attempted to measure comprehension. Their success is shown by the low correlations between some of their reading tests. Comprehension is judged by Thorndike <sup>(35)</sup> to involve most of the higher thought processes. Gray <sup>(13)</sup> states that it involves accurate recognition, anticipation of meaning, analysis, association, and judgment. The latter processes are not easily investigated. Accurate recognition can be more easily measured. Words can be checked and counted during a given period of time and under varying conditions. This makes the gathering of data much easier in the study of rate.

2. The most important factors that effect comprehension favorably are in the order named: high intelligence, good vocabulary, power to organize, effective rate, and power to reproduce ideas gained. These factors were studied by Hilliard <sup>(17)</sup> and arranged in the preceding order on the basis of their inter-correlation with a comprehension test. The individual to comprehend well also possesses intelligence, word knowledge, power to organize, effective rate of recognition, and ability to reproduce factors which are essential to adequate understanding of printed material.

3. The amount of comprehension children possess depends also upon their training, sex, race, nationality, and the kind of school

important factors in this connection:

1. The nature of the task or situation.

After the task of reading, various factors of task have been considered to explain the phenomenon. Their nature is shown by the low correlation between a test of this reading task. This phenomenon is judged by Thurstone (19) to involve three of the highest thought processes. (1) - memory that is involved in the recognition, classification of words, analysis, synthesis, and judgment. The latter processes are not easily investigated. Accurate recognition can be done easily memorized words and is checked and corrected during a given period of time and under varying conditions. This makes the recognition of the words easier in the early of task.

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Factors are in the order named: (1) intelligence, (2) visual-motor power, (3) attitude, (4) effective rate, and (5) power to recognize ideas. These factors were studied by Thurstone (19) and appeared in the preceding order on the basis of their inter-correlation with a comprehension test. The individual to be studied will also measure intelligence, word knowledge, power to recognize, effective rate of recognition, and ability to recognize factors which are classified to separate understanding of written material.

3. The amount of experience or prior knowledge in the task.

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they have attended. Good reading habits are generally formed in school where training is superior. Girls are usually inferior to boys in comprehension tests. According to Thorndike <sup>(35)</sup> city school children are superior to country children, and children in schools where reading material is plentiful are generally superior to those in schools where it is not.

4. Comprehension may be greatly improved by training.

Alderman <sup>(2)</sup> found that exercises in vocabulary training are most valuable and necessary for improving the comprehension of good readers, and that exercises in selecting and organizing the central thought are most valuable to average and poor readers. His study indicates that it is important to find out what abilities are involved in comprehending the printed page and then to train each specific ability until the whole complex is improved.

5. Alderman <sup>(2)</sup> also states that great differences in comprehension are due to the nature of the material read. The type of material easily comprehended by one reader is often hard for another. Comprehension depends upon the reader's experience with the ideas presented and upon the structure of the material which is being read, as well as upon the vocabulary in which it is written. Narrative material is generally easy to read; factual material is more difficult. This may be due merely to lack of practice in reading. It has been found that readers usually make higher rate scores on tests like those of Courtis involving the reading of easy narrative material than on tests like Monroe's

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which require ability to read material of mixed character. It has also been noted that abstract material is more difficult to comprehend than concrete material. A theorem in geometry, a problem in arithmetic, a direction, or a recipe is much harder reading than a simple narrative of related events.

6. Training comprehension should be specific rather than general. While general comprehension is often improved by incidental causes, the best results are obtained when some particular phase of comprehension is subjected to training. This is true because we do not yet know how to improve associative powers directly, nor how to increase the judgment, enlarge the experience, teach anticipation of meaning, or in other ways affect the ability to understand what is written or printed. (39)

7. Ability to comprehend grows with maturity and training. Tests given to children in connection with surveys have shown that there is a rapid development in comprehension scores in the early grades and a steady but less rapid growth throughout the elementary school. The comprehension of the child is different from that of the adult. It is less complex and, as a rule, grasps only the most obvious things. The adult more often analyzes and interprets the thought. The intelligent child is less subtle than the intelligent adult. (39)

8. The development of comprehension is aided by exercises in comprehension. Teachers who train the child to read for definite purposes, to supplement the author's thought, supply illustrations,

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While general comprehension is often improved by indirect means, the best results are obtained when some particular phase of comprehension is subjected to training. This is true because we do not yet know how to improve associative powers directly, nor how to increase the judgment, enlarge the experience, reach anticipations of meaning, or in other ways affect the ability to understand what is written or printed. (38)

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organize the ideas gained, look up difficult words, take notes, summarize and review, help him to develop powers to comprehend. In addition, drills in reading for the main thought, finding the answers to problems, evaluating the ideas, getting new ideas, accompanied by attempts to discover weaknesses due to lack of experience and to mechanical difficulties, will rapidly improve the ability to comprehend, whereas if only a simple method of developing comprehension is used, such as free reproduction, only ordinary gains in acquiring the ability will be made. (39)

Comprehension, a fundamental necessity in all reading, as shown by the preceding review, defies a very extensive analysis. It has to do with the associative and higher thought processes. In as much as these processes cannot be examined directly, we are led to indirect means to understand them. It may be said that what ever is known about how we think applied also to how we comprehend, since comprehension has to do with the interpreting of oral or written thoughts.

#### Frequent Difficulties in Comprehension.

In the Research Bulletin of the National Education Association (26 p.24) is a teachers' report on reading problems. The following list of comprehension difficulties includes those mentioned prominently in that report. There is no significance to the order inwhich the items are listed.

1. The pupil regards "word calling" as synonymous with reading and so devotes himself to recognizing and pronouncing words rather than to getting the author's ideas.

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1. The pupil regards "word calling" as synonymous with reading and so wastes himself to recognizing and pronouncing words rather than to getting the author's ideas.



2. The pupil does not read for a specific, well defined purpose - with the result that he gets very little benefit from what he reads.

3. He cannot distinguish the central idea from details.

4. He cannot sense the author's purpose.

5. He does not follow the author's organization.

6. He encounters so many strange words that the passage means little to him.

7. Ideas are introduced which are entirely outside the pupil's experience.

8. The pupil fails to relate what he reads to the experience which he has had.

9. He is bothered by the complexity of the sentences used.

10. He does not visualize the situations described with word pictures.

11. He does not understand figurative expressions and subtle meanings used by the author.

12. He cannot locate, master, and apply to a given topic or problem the pertinent information contained in a selection.

13. He cannot weigh evidence and draw valid inferences and conclusions.

14. The pupil cannot interpret special materials such as graphs, tables, maps, and diagrams.

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12. He does not understand figurative expressions and symbols.
13. He cannot locate, master, and apply to a given topic or problem the pertinent information contained in a selection.
14. He cannot weigh evidence and draw valid inferences and conclusions.
15. The pupil cannot interpret special materials such as graphs, tables, maps, and diagrams.
16. Reading was simply a matter of teaching children how to fixate upon printed symbols into spoken sounds, the task of the teacher of



reading would be relatively simple. Good reading, however, involves far more than simply recognizing words, in the same way that playing a musical instrument involves far more than just hitting the right notes. An individual cannot be called a good reader until he is able to understand and interpret what he reads.

Lack of ability to understand reading material may be due to anyone of a number of causes. Among them are (1) inadequate skill in word recognition; (2) low general intelligence; (3) a scanty meaningful vocabulary; (4) lack of ability to read in thought units; (5) a rate of reading which is inappropriate for the kind of material being read; and (6) not enough practice in reading varied kinds of materials for specific purposes. More often than not a poor reader is found to be deficient in several of these fundamental abilities. (16) (p.268)

According to Cole (4) (p.197-) the comprehension of any given story or other units of reading matter is directly related to a number of factors. The first is the general intelligence of the pupil. The more intelligent he is, the more likely he is to understand what he reads, unless he has some specific defect which interferes with his work. The more interest a pupil has in his book, the more likely he is to understand it. Interest is not, however, absolutely essential for comprehension. Pupils can and do understand, everyday of their lives, matters in which they have no interest whatever. Interest acts mainly as a driving force. The relationship between it and comprehension is probably due to the greater background of information one has in those fields in which one is interested. If a boy is interested

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in automobiles, he will ask questions about them, talk about them, read about them, and acquire a considerable fund of factual information; he will also surround the automobile with a halo of dreams and ambitions. As a result, he is well equipped to read about an automobile trip or even a description comparing the efficiency of two different motors. Interest acts both directly as a motivating power and indirectly by furnishing a background of information.

Finally, there are the two elements of vocabulary and fundamental reading habits. In the primary grades, failure to comprehend a story is usually due to a meagre vocabulary. Failure to understand a text-book in geography or any other field rests most often upon an inadequate special vocabulary.

The child who comprehends well usually reads rapidly enough to be in the highest third of his grade in speed; that is, the relationship between speed and comprehension is direct.

#### Practices Used in Improving Comprehension.

In the teachers' reports <sup>(26)</sup> which dealt especially with improving comprehension, much was said about giving practice on what ever phase of comprehension is inadequate. In other words instruction must be directed at specific weaknesses such as those previously enumerated, not at an improvement of a "general comprehension ability" which apparently does not exist.

Three points were emphasized as correctives for "word calling": first, be sure that the pupil recognizes and accepts a genuine purpose for reading before he sets to work; second, hold him responsible for

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satisfactory understanding and the recall of the ideas and facts that he should have retained; and third, give sufficient vocabulary drill so that the pupil can devote less attention to mere word recognition.

A favorite device in improving comprehension is the practice drill in finding the central thought of paragraphs or longer selections. Sometimes the search is for the topic sentences; sometimes pupils try to restate the main ideas as well as possible in their own words; at other times the emphasis is on finding all the main ideas as quickly as possible. Occasionally the exercise is concerned with getting the main idea in rather long involved sentences. One social studies teacher has had good results from having pupils first read the section and paragraph headings in the chapter assigned, then try to answer the questions which follow it.

In these same reports many teachers have found that head line writing is an aid to giving the gist of a paragraph. Several newspaper items are clipped for use in the class.

Two reports suggest the use of practice exercises in which pupils learn to identify the author's style by classifying the selections into such categories as question and answer; statement of opinion; statement of problem, with or without a suggested solution; comparison, contrast, description; narration; explanation or imagination.

Several teachers have pupils formulate comprehensive questions about what they have read. In devising these questions, pupils often clear their own thinking. One teacher sometimes has answer down contests conducted very much like a spelling bee. Both devices help

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pupils to note significant details.

Several mathematics teachers told of the stress which they place on the careful analytical reading of problems. In one class the pupils are taught first to locate and clear up the meaning of any unfamiliar word. Second, they must decide the exact question to be answered or outcome to be achieved. Next, they find and list the facts given. Finally, they consider the relationships and processes necessary for the solution of the problem.

As a device to increase the pupil's power of understanding a paragraph or selection of paragraphs, Harris (16) (pp.279-80) recommends that the child be taught to read in thought units. There is an old saying that describes some people as unable to see the forest because of the trees. This applies just as well to reading as to other activities. The child who reads word by word has difficulty in getting the meaning of a unit of thought such as a phrase, clause, or sentence. After he has read the words, he often has to go back and re-read, and even then may find it difficult to extract the sense.

Word by word readers need to be taught first of all how to read phrases. The child has to be shown that "to" by itself does not convey meaning, and "to the" is not meaningful, but that "to the house", or "to the park" does tell something. Once he has grasped the significance of reading in phrases, he should be given practice in reading them as units. Short phrases of two or three words, such as "to me" to "from the desk" can be printed on flash cards to be presented at first with a fairly long exposure, and then with shorter and shorter exposure





until the child can read the whole phrase as quickly as one of the words. (16) (p.280)

Some children become confused in reading connected materials because they do not make use of the clues provided by punctuation. They have not learned to recognize a capital letter as a sign of the beginning of a sentence, a period or question mark as the end of a sentence, or a comma as a "partial stop" separating parts of a sentence. Children of somewhat higher reading ability may need assistance in the interpretation of semicolons, colons, and dashes. Simple explanation and supervised practice in noticing punctuation marks will usually overcome difficulties of this sort.

As a child improves his word recognition, enlarges his vocabulary, learns to read in phrases, and develops an appreciation of punctuation, his ability to read sentences improves. Little else is usually required other than to give him practice in reading sentences and answering questions on them designed to test his comprehension.

When it is evident that weaknesses in reading sentences are prominent features of a pupil's comprehension, practice should be given in reading sentences, with a specific question asked about each sentence. The essential ideas of most sentences can be tested by questions asking who, what, where, when, how, or why.

However, in all teaching which is devoted to the development of comprehension, there is one basic principle. Children will find meaning in what they read only if they are looking for it. The most common reason for failure to find meaning is the habit ~~of~~ many children have

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of plodding along without expecting any. The more meaning the child is asked to get from a given assignment, the more he will obtain.

According to Durrell (6) (p.147) "Many investigations have shown that indicating to pupils the purposes of the assignments prior to the actual reading produces more satisfactory recall and comprehension than questions following reading. The child should know the purpose of his reading so that he can attend closely enough to solve his problem. Outside of school, the individual always knows the purpose of his reading. In class he should also understand in advance that he is to read to get the gist of the story, to notice particular details, to catch descriptions or characterizations, to observe special use of words or development of ideas, to watch for ideas useful in discussion, or to criticize a particular part. Purposeless reading or study of a selection without a clear problem except to answer routine questions leads to confusion and boredom."

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## CHAPTER II

### ORGANIZATION OF WORK BOOK PREPARED TO MEET THE PROBLEM.

The studies and activities in the junior high schools make unusual demands upon pupils' reading ability, because this is the time when "reading to learn" is the order of the day. Within the past thirty years, the methods of teaching reading have altered profoundly everywhere. These changes are mainly a reflection of an altered environment which in turn has caused a revision of the policies and objectives of the elementary school. The chief cause of change as regards reading is the ever increasing necessity for every person to be able to read rapidly, accurately, frequently, and with understanding. An average ten-year-old child of today probably reads more in a year than his grandfather did in six years. However, many children who have passed the reading requirements in "learning to read" may find their reading ability inadequate to cope with these new demands.

As part of this service paper a work book namely, IMPROVING READING COMPREHENSION IN THE SOCIAL STUDIES has been designed for use in the Belmont Junior High School. Its purpose is to point out and polish skill in comprehension, giving special emphasis to finding the central thought and supporting details of a paragraph or longer passage. This work book is geared to the ninth grade level and leaves to the future another book or books appropriate to the seventh and eighth grades.

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themselves, secured from magazines, newspapers, and books in school, cover a wide range of interest and have been appraised as to maturity of content, complexity of sentences, difficulty of vocabulary and style in order to appeal to the student reader.

This work book consists of four blocks of work with exercises, the purpose of which is to enable the pupils to acquire greater power in interpreting the printed page - special attention being given to subject matter from the area of social studies.

Some of the techniques used in the development of abilities to find the central thought and subordinate details of a selection are these:

1. Discovering main idea words
2. Finding family names
3. Linking ideas into pairs
4. Composing headlines and topic sentences
5. Matching of topics and paragraphs
6. Using type signals to get the point
7. Evaluating major topics and minor ideas
8. Finding details
9. Connecting what you read with what you already know
10. Phrasing words to get comprehension

Explanatory material is found at the beginning of each block of work and preceding each new technique within that block so as to help pupils to work with a purpose and to lessen errors in those areas. The following list of comprehension difficulties are considered:

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1. The pupils do not read for a specific well-defined purpose, with the result that they get very little benefit from what they



read.

2. They cannot distinguish the central idea from details.
3. They cannot sense the author's purpose.
4. They do not know how to follow the author's organization.
5. They encounter so many strange words that the passage means little to them.
6. Ideas are introduced which are entirely outside the pupil's experience.
7. The pupils fail to connect what they read with the experiences which they have had.
8. They are bothered by the complexity of the sentences used.
9. The pupils regard "word calling" as synonymous with reading and so devote themselves to recognizing and pronouncing words rather than to getting the author's ideas.
10. Pupils are bothered with word phrasing so cannot group words to get understanding.
11. They cannot locate, master, and apply to a given topic or problem the pertinent information contained in a selection.

Before using the work book, it would be well to give to the pupils one of the many standardized reading tests as a pretest. The pupils' weaknesses should be noted especially those of vocabulary and "getting the gist" of the selections read. Concentration may be made on those sections of the work book which will help to increase the students' power of comprehension.

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techniques at intervals rather than to provide in one place all the work on one technique. The advantage of such a procedure is clearly seen in the matter of memory and recall which need recurrent emphasis. It is likewise advantageous for the other techniques and serve to insure integration of learning.

#### SUMMARY

Comprehension is a highly complex activity involving a number of different elements. It is related to all its components in greater or lesser measure for any given selection of reading matter. If everything proceeds smoothly, the child comprehends. If there is a hitch anywhere, his understanding is not perfect.

Comprehension can be improved by techniques of teaching that show children how to look for meanings. The essentials of the desirable training are that it should be systematic, of adequate length, and at all times so clear in its nature that children always know what they are looking for. Whatever exercises or other material may be used, they must show pupils how to find ideas through the medium of words. By using the following types of exercises as found in the accompanying work book, IMPROVING READING COMPREHENSION IN THE SOCIAL STUDIES, one is justified in hoping for a significant improvement in a relatively short time.

It is essential for individual work that all exercises be self-administering and self-scoring. It is only by this arrangement that the teacher can be free to do diagnostic work as needed, to give tests to children who are ready for them, and to help pupils who are in difficulty.





Moreover, by this technique the children learn to manage themselves; they develop self-control, self-direction, and self-criticism. The whole matter is primarily a question of educational engineering. The teacher must first isolate those who need attention, then diagnose their specific faults, and then arrange the reading so that each child takes only those exercises he needs and as many of them as he needs. The reward for all this labor comes in seeing the children develop out of their slowness, carelessness, and boredom into a new attitude of enthusiasm, accuracy, and efficiency. A teacher can obtain great joy in making good readers out of bad, thus opening to them the treasures hidden in the world of books.

For the teacher there are a few general suggestions with respect to developing power of comprehension in the child: (a) Begin where the child is, in both skills and tastes; be "shock proof" with respect to reading habits and interests, for the teacher must begin at the child's own level; (b) emphasize silent reading more than oral reading, but do not neglect the latter; (c) in some way make pupils conscious of their difficulties and of their ability to overcome them; (d) help pupils to discover that there are many types of materials and many purposes for reading; (e) whenever possible use, as practice material, the selections pupils need to read in connection with class work; (f) introduce variety into the work and change the pupils' tasks as often as possible, especially at first when the attention span is low.

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CHAPTER III

WORKBOOK

IMPROVING READING COMPREHENSION

IN THE SOCIAL STUDIES

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IN THE SOCIAL STUDIES



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### PREFACE TO TEACHERS

This work book has grown out of the observation that few junior high school pupils are expert readers. Teachers who have given their classes any of the many standardized silent reading tests suitable for use in junior high school are aware of this serious fact. Scientific studies in this field furnish further evidence of the inability of many junior and senior high school pupils to read well.

Not only are few pupils expert readers, but many pupils cannot read well enough to do the necessary reading in connection with their class work. Evidence indicates that in the average junior high school from 15 to 35% of the pupils are too seriously handicapped in reading to do efficient school work.

With proper guidance junior high school pupils can improve both their rate of reading and their comprehension. During corrected instruction poor readers make relatively larger gains than good ones, but even good readers can improve. Few, if any, students in the junior high school have arrived at their maximum reading ability.

Reading is not the simple matter it is often thought to be. Routine reading habits are basic and usually have been studied in the elementary grades. Beyond the first habits lie many skills to be developed, - skills often unrecognized by the student and too often assumed by the teacher. The scanning of the newspaper or the finding of data in reference books calls for a different type of reading from the study of a poem or a history lesson, and the specialized skills under each type present further problems. Even when a pupil does distinguish these differences, he is likely to be

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at a loss about how to proceed.

Faced with these problems of reading, schools of education and educators everywhere have concerned themselves with a closer study of why youngsters do not read with a greater degree of comprehension and they seek out remedies.

The work book, IMPROVING READING COMPREHENSION IN THE SOCIAL STUDIES, is not an attempt to cover the whole field of reading; it is concerned chiefly with one important segment, namely, "Getting the Main Thought and Subordinate Ideas in the Paragraph." This work book is geared to the ninth grade level and leaves to the future, another book or books appropriate to the seventh and eighth grades.

The criteria employed in the choice of the reading selections are (1) pupil interest in the content, (2) degree of difficulty of the content, and (3) significance of the content. The selections themselves, obtained from magazines, newspapers, and books in school, cover a wide range of interest and have been appraised as to content, vocabulary, and style in order that they may appeal to the student reader.

This work book consists of four blocks of work with exercises, the purpose of which is to enable the pupils to acquire greater comprehension and interpretation of the printed page, especially in the field of social studies.

The book may be used in these ways.

A course in developmental reading for all pupils may be organized around the activities suggested in the book.

Group corrective instruction for pupils somewhat retarded in reading ability may be set up with this work book as a basic text.

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obtained from magazines, newspapers, and books in school, cover a wide  
range of interest and have been appraised as to content, vocabulary, and  
style in order that they may appeal to the student reader.

This work book consists of four blocks of work with exercises, the  
purpose of which is to enable the pupils to acquire greater comprehension  
and interpretation of the printed page, especially in the field of  
social studies.

The book may be used in three ways.

A course in developmental reading for all pupils may be organized

around the activities suggested in the book.

Group corrective instruction for pupils somewhat retarded in reading

activities may be set up with this work book as a basic text.



Before using the work book, it would be well to give the students one of the many standardized reading tests as a pretest. After the weaknesses of the pupils have been observed, the teacher may concentrate on those sections of the book which would help to strengthen the pupils' powers of comprehension.

A pleasant part of writing a preface is the opportunity of the authors to express their appreciation to those who have assisted them in their work. This author wishes to acknowledge first her great indebtedness to the teachers who have aided in the preparation of this edition. Special thanks are due to Dr. Donald D. Durrell, Dean of the School of Education, Boston University, Boston, Massachusetts, and to Mr. John J. Vantura, Principal of the Junior High School, Belmont, Massachusetts for their valuable criticisms and helpful suggestions.

With this preface the author puts the reading work book in your hands with the hope that in some measure it will prove an opening wedge toward overcoming some of the major short comings in the field of reading comprehension.

M. G. S.

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M. G. S.



## FOREWORD TO PUPILS

From the very beginning reading has been about the most important subject taught in school, and as you know, it was one of the very first things you were taught. It is important from many different angles. To you it is of especial value because it is spoken of as a tool subject, which means that you need it not alone for itself, but in order to do other subjects. Without a reasonably good ability to read intelligently pupils are greatly handicapped in their school work. More subjects are dependent upon reading than any other skill. While nearly all children learn to read with some degree of ability, educators have felt, in recent years, that because of its importance more attention should be given to it, not only in the earlier grades, but in the more advanced grades as well. As school work becomes more difficult, the reading material on which it is based also becomes more difficult, and certain skills need to be learned to help gain that power to read more efficiently.

Here in the Belmont Junior High School different groups have been working on different parts of this problem. This work book which is being placed in your hands is for the purpose of enabling you to do better one important thing necessary to be a good reader,- GETTING THE MAIN THOUGHT AND SUBORDINATE IDEAS FROM the paragraph. Following is a Table of Contents and the balance of the book consists of explanations and exercises, which, it is hoped, will increase your ability to read with more understanding. It is for you that this work book has been prepared. It is you who will reap the benefit. Will you cooperate?

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How To Find Your Theme

"What would you think if a man who is not a writer...  
is by the way? A politician who is not a writer...  
a doctor? As a writer, what do you think of a writer...  
well, he is a writer, but he is not a writer..."

BLOCK ONE

These people are just...  
they feel as if they are not a writer...  
well, they are not a writer..."

SORTING IDEAS

"An author struggles hard in writing...  
he feels as if he is not a writer...  
he feels as if he is not a writer..."

"Feeling is required if a writer is to be able to put...  
something out...  
he feels as if he is not a writer...  
he feels as if he is not a writer...  
he feels as if he is not a writer...  
he feels as if he is not a writer..."

"The only way to find out if a writer is...  
he feels as if he is not a writer...  
he feels as if he is not a writer...  
he feels as if he is not a writer..."

BACK OF

PORTING LOSS



## BLOCK ONE

### Can You Find Main Ideas?

"What would you think of a carpenter who couldn't hit a nail squarely on the head? Or a policeman who couldn't hit the bull's eye with his revolver? Or a boxer whose chin blows landed haphazardly on his opponent's ear? Or of a baseball batter who always missed the ball?

"Many readers are just as haphazard and as inaccurate in their aim. They fail to hit with absolute accuracy the main idea of a paragraph; yet hit it they must if they expect to be good readers.

"An author struggles hard in writing. How sad if, after all the writer's work, a careless reader fails to get the point!

"Training is required if a pupil is to be able to get the main idea exactly and accurately. You must learn how to state briefly, clearly, sharply, the essential ideas of what you have read. All unnecessary details must be eliminated. The headline writer of a modern newspaper must do this constantly.

"Perhaps a good way to train yourself to hit the main idea is to imagine yourself a headline writer. The following block of work may help you to become a good headline writer." (1)

(1) From Following Printed Trails - Hovious, p. 26

Can You Find Main Ideas?

"What would you think of a carpenter who couldn't hit a nail square-ly on the head? Or a policeman who couldn't hit the bull's eye with his revolver? Or a boxer whose chin blows landed haphazardly on his opponent's ear? Or of a baseball batter who always missed the ball?"

"Many readers are just as haphazard and as inaccurate in their aim. They fail to hit with absolute accuracy the main idea of a paragraph; yet hit it they must if they expect to be good readers."

"An author struggles hard in writing. Now and then, after all the

writer's work, a careless reader fails to get the point!

"Training is required if a pupil is to be able to get the main idea

exactly and accurately. You must learn how to state briefly, clearly,

sharply, the essential ideas of what you have read. All unnecessary

details must be eliminated. The headline writer of a modern newspaper

must do this constantly."

"Perhaps a good way to train yourself to hit the main idea is to

imagine yourself a headline writer. The following block of work may

help you to become a good headline writer."

(1)



### SORTING IDEAS

Would you consider the word Giraffes a good headline? Of course, you wouldn't. It doesn't tell enough about the giraffes. You immediately say to yourselves, "Well, what about the giraffes?" A headline would need to include more than just that one word. A headline should give you the main idea of the whole story. It should fit the paragraph exactly. It should cover every item mentioned in the paragraph, but nothing more. Perhaps we can see this idea more clearly if we use a list of words. Suppose you had a list like this: cubs, colts, puppies, lambs, kittens. Could you find a main idea big enough to include all these items. Well, let's try. Which one of these words would be best, do you think? - dogs, animals, wild animals, young animals, food.

Dogs would not, because that word includes only puppies, and we are looking for a word big enough to include everything in the first list. Animals might do, for every creature in the first list is certainly an animal. However, we should consider other possibilities. Wild Animals won't do, because the only wild animal on the list is the cub, as baby bears, lions, and tigers are called. How about Young Animals? Cubs, colts, puppies, lambs, and kittens are all young animals.

Now, we have the two possible terms, - Animals and Young Animals. Which is the better? Young Animals is because it fits the list exactly. Animals is really too big. It would include all sorts of animals, young and old. Young Animals is just right. It fits exactly.

The purpose of the following tasks is to help you find Main Idea Words.

## WRITING IDEAS

Would you consider the word "animal" a good heading for your

essay? It doesn't tell enough about the subject. For the library

say to yourselves, "Well, what about it?" A heading would need

to include more than just one word. A heading should give you the

main idea of the whole story. It should fit the paragraph exactly. It

should cover every fact mentioned in the paragraph, but nothing more.

Perhaps we can see this idea more clearly if we use a list of words.

Suppose you had a list like this: cats, dogs, birds, insects,

fish, and so on. You would have to include all these words. Well,

let's try. Which one of these words would be best, do you think?

Yes, animals, this animal, young animals, etc.

Doesn't "animals" seem to include everything? Yes, but we are

looking for a word big enough to include everything in the first list.

"Animals" might not be the best word in the first list as a heading for

animals. However, we could use the word "animals" as a heading for

all the animals in the first list. On the last list we have

cats, dogs, birds, and insects. How about "young animals" or

cats, puppies, birds, and birds are all young animals.

Now, we have the two possible words, - "Animals" and "young animals."

Which is the better? "Young animals" is better because it fits the list exactly.

"Animals" is really too big. It would include all sorts of animals, young

and old. "Young animals" is just right. It fits exactly.

The purpose of the following exercise is to help you find the best

word.



Can you select the term that is "just right"? In the column at the left, you will find a list of items. Select from the other column the cover term which is "just right". Two answers may be correct, but one is always better than the other. Try to pick the better one.

### Drill One

In the following group of words, select the best "cover term" for each group and place the answer at the end of each section.

#### Example:

eagle )		animals
robin )	are all	fish
canary )		<u>birds</u>
turkey )		reptiles

The cover term is Birds.

1. spinach )		
pear )		fruits
strawberries )	are all	flowers
roses )		vegetables
geraniums )		plants

The cover term is \_\_\_\_\_.

2. cherries )		
apples )		vines
prunes )	are all	trees
peaches )		fruits
pears )		vegetables

The cover term is \_\_\_\_\_.

3. chairs )		
book cases )		furniture
tables )	are all	heating equipment
stoves )		articles made of wood
rugs )		seats

The cover term is \_\_\_\_\_.

Can you select the very best is "just right"? In the column at the left, you will find a list of items. Select from the other column the cover term which is "just right". Two answers may be correct, but one is always better than the other. Try to pick the better one.

# Drill One

In the following group of words, select the best "cover term" for each group and place the answer at the end of each section.

## Examples:

eggs	)	eggs
chickens	)	chickens
are all	)	are all
birds	)	birds
turkeys	)	turkeys

The cover term is birds.

apples	)	apples
pears	)	pears
are all	)	are all
fruits	)	fruits
vegetables	)	vegetables
plants	)	plants

The cover term is \_\_\_\_\_

cherries	)	cherries
apples	)	apples
are all	)	are all
fruits	)	fruits
vegetables	)	vegetables

The cover term is \_\_\_\_\_

chairs	)	chairs
book cases	)	book cases
are all	)	are all
furniture	)	furniture
heating equipment	)	heating equipment
articles made of wood	)	articles made of wood
rooms	)	rooms

The cover term is \_\_\_\_\_



4. tuxedo	)		head coverings
gloves	)		men's clothing
hats	)	are all	boots
stockings	)		clothes
shoes	)		

The cover term is \_\_\_\_\_.

5. linen	)		kinds of cloth
wool	)		dress materials only
cotton	)	are all	cloth produced from plants
silk	)		cloth produced from animals
calico	)		

The cover term is \_\_\_\_\_.

6. bulldogs	)		
bloodhounds	)		sheepdogs
collies	)	are all	puppies
airedales	)		dogs
fox terriers	)		animals

The cover term is \_\_\_\_\_.

7. radio	)		
wireless	)		inventions
mail	)	are all	methods of communication
telephone	)		electrical equipment
telegraph	)		machines

The cover term is \_\_\_\_\_.

8. uncles	)		
aunts	)		parents
sisters	)	are all	relatives
brothers	)		people
mothers	)		neighbors

The cover term is \_\_\_\_\_.

9. Sir Francis Drake	)		men
Admiral Byrd	)		knights of old
Ponce de Leon	)	are all	explorers
Lewis and Clark	)		modern explorers
Columbus	)		

The cover term is \_\_\_\_\_.

head coverings	}	1. trousers
men's clothing		gloves
boots		hats
clothes		sockings
	are all	socks

The cover term is \_\_\_\_\_

skins of cloth	}	2. linen
these materials only		wool
cloth produced from plants		cotton
cloth produced from animals		silk
	are all	calico

The cover term is \_\_\_\_\_

shoepacks	}	3. sandals
trousers		trousers
boots		socks
underwear		low cutters
	are all	

The cover term is \_\_\_\_\_

inventions	}	4. radio
methods of communication		wireless
electrical equipment		mail
machines		telexphone
	are all	telexgraph

The cover term is \_\_\_\_\_

parents	}	5. uncles
relatives		aunts
people		cousins
neighbors		brothers
	are all	mothers

The cover term is \_\_\_\_\_

men	}	6. Sir Francis Drake
knights of old		Admiral Byrd
explorers		Ponce de Leon
modern explorers		Lewis and Clark
	are all	Columbus

The cover term is \_\_\_\_\_



10. ginger	)	spices
cloves	)	flowers
nutmeg	)	foods
cinnamon	)	plants
pepper	)	

are all

The cover term is \_\_\_\_\_.

1. Spices

ginger  
cloves  
nutmeg  
cinnamon  
pepper

2. Flowers

cloves  
cinnamon  
pepper

3. Spices

ginger  
cloves  
nutmeg  
cinnamon  
pepper

4. Spices

ginger  
cloves  
nutmeg  
cinnamon  
pepper

5. Spices  
ginger  
cloves  
nutmeg  
cinnamon  
pepper

6. Spices  
ginger  
cloves  
nutmeg  
cinnamon  
pepper

spices  
flowers  
foods  
plants

are all

10. ginger  
cloves  
nutmeg  
cinnamon  
pepper

The cover card is



### FINDING FAMILY NAMES

Write a family name ( a main topic) on the dotted line preceding each group of the following six drills. Begin well to the left, using a capital letter for the first word of your main topic. Think of the exact word that sums up each group, that is, names the family . To find the main topic or family name, ask, "In what way are the words of this subgroup alike? They are all individuals of what family?" See the following illustration.

A. Italian Cities

Genoa  
Florence  
Milan  
Venice

B. Roman Military Roads

Appian Way  
Flaminian Way  
Aurelian Way

Drill One

A. \_\_\_\_\_

Trout  
Salmon  
Herring  
Pickerel

B. \_\_\_\_\_

Fir  
Aspen  
Birch  
Pomegranate

Drill Two

A. \_\_\_\_\_

Law  
Medecine  
Teaching  
The Priesthood

B. \_\_\_\_\_

Plumbing  
Baking  
Carpentry  
Printing

# FINDING FAMILY NAMES

Write a family name (a main topic) on the dotted line preceding each

group of the following six drills. Begin with the left, using a capital letter for the first word of your main topic. Think of the exact word that sums up each group, that is, name the family. To find the main topic or family name, ask, "In what way are the words of this group alike? They are all individuals of one family?" See the following illustration.

A. Italian Cities

Genoa  
Florence  
Milan  
Venice

B. Roman Military Roads

Appian Way  
Flaminian Way  
Aurelian Way

Drill One

Trout  
Salmon  
Herring  
Pickeral

Drill Two

Law  
Medicine  
Teaching  
The Profession

Pir  
Anson  
Bliss  
Pomeroy

Fleming  
Baker  
Carpenter  
Painter



Drill Three

- A. \_\_\_\_\_  
 The Reader's Digest  
 The American Boy  
 The Atlantic Monthly  
 Saturday Evening Post

- B. \_\_\_\_\_  
 Boston  
 Cambridge  
 Waltham  
 Newton

Drill Four

- A. \_\_\_\_\_  
 Mississippi  
 Charles  
 Potomac  
 Merrimac

- B. \_\_\_\_\_  
 Maine  
 California  
 Nebraska  
 Illinois

Drill Five

- A. \_\_\_\_\_  
 The Horse Fair  
 The Angelus  
 The Gleaners  
 Mona Lisa

- B. \_\_\_\_\_  
 Appalachian  
 Apennines  
 Pyrenees  
 Catskill

Drill Six

- A. \_\_\_\_\_  
 Venus de Milo  
 The Discus Thrower  
 The Wrestlers

- B. \_\_\_\_\_  
 Veal  
 Pork  
 Beef

-----

The following list of words can be divided into two groups - each of which has the same characteristics. This characteristic will serve as the title or topic of its list.

Let us assume that you were given the following list of words: beef, black, chard, green, prunes, red. Some of these you will say are food and some are colors. Right you are! Your sorting and classifying might look like the following:

# Drill Three

# Drill Four

A.

The Reader's Digest  
The American Boy  
The Atlantic Monthly  
Saturday Evening Post

B.

Blackie  
Charlie  
Johnny  
Marion

B.

Boston  
Cambridge  
Hingham  
Newton

B.

Boston  
Cambridge  
Hingham  
Newton

# Drill Five

# Drill Six

A.

The Housewife  
The Argosy  
The Atlantic  
The Digest

A.

The Housewife  
The Argosy  
The Atlantic  
The Digest

B.

Blackie  
Charlie  
Johnny  
Marion

B.

Blackie  
Charlie  
Johnny  
Marion

The following list of words can be divided into two groups - one of which has the same characteristics. This characteristic will appear as the title or basis of its list.

Let us assume that you were given the following list of words:  
black, black, black, green, green, red. Give it what you will say are  
two and some are colors. Right you are! Your sorting and classifying  
mind look like the following:



Foods

beef  
chard  
prunes

Colors

black  
green  
red

Foods and Colors

beef  
black  
chard  
green  
prunes  
red

Some of the following are more difficult. You will find two kinds of vegetables, two kinds of work, two kinds of magazines, etc. Decide what the kinds are (your titles). Then as above list those that are alike under each kind.

Drill One


---

asparagus  
carrots  
chard  
peas  
sweet potatoes  
turnips

Drill Two


---

beets  
broccoli  
cabbage  
radishes  
spinach  
celery

Drill Three


---

anvil  
forge  
saw  
square  
plane  
tongs

Drill Four


---

pepper  
cloves  
cinnamon  
salt  
mustard  
vinegar

Colors and Colors

black  
black  
black  
black  
black  
black  
black

Colors

black  
green  
red

Colors

black  
black  
black

Some of the following are more difficult. You will find two kinds

of vegetables, two kinds of work, two kinds of machines, etc. Decide  
what the kind is (your title). Then as above list those that are  
also under each kind.

Unit Two

black  
black  
black  
black  
black  
black  
black

Unit One

black  
black  
black  
black  
black  
black  
black

Unit Four

black  
black  
black  
black  
black  
black  
black

Unit Three

black  
black  
black  
black  
black  
black  
black



Drill Five


---

Boston Globe  
concert  
Kidnapped  
lecture  
Popular Science  
radio program

Drill Six


---

baseball ✓  
garden hose  
moon  
piston  
silo  
Venus

Drill Seven


---

Fred Allen ✓  
Kenny Baker  
Jack Benny  
Nelson Eddy  
Frank Morgan  
Frank Sinatra

Drill Eight


---

carpenter ✓  
dentist  
doctor  
lawyer  
painter  
plumber

Drill Nine


---

Atlantic  
Harpers  
Life ✓  
Look  
Scribners

Drill Ten


---

cherries  
grapefruit  
oranges  
peaches  
plums  
tangerines

Drill Eleven


---

birch  
fir  
maple  
oak  
pine  
poplar

Drill Twelve


---

Baby Snooks  
Ben Hawkins  
Henry Aldrich  
Homer Brown  
Huck Finn  
Tom Sawyer

Drill Five

Robert Elode  
concrete  
kidnapped  
lecture  
Toussaint Salomon  
radio program

Drill Seven

Fred Allen  
Kenny Baker  
Jack Barry  
Wilson Edly  
Frank Morgan  
Frank Sinatra

Drill Nine

Atlantic  
Harpers  
life  
Jack  
Scottsboro

Drill Eleven

blush  
fir  
music  
oak  
pine  
poplar

Drill Six

baseball  
garden hose  
moon  
piston  
also  
Yanus

Drill Eight

carpenter  
dentist  
doctor  
lawyer  
paleontologist  
plumber

Drill Ten

charities  
gingerbread  
orange  
peaches  
pumpkin  
cantaloupes

Drill Twelve

baby snakes  
Sam Hawkins  
Henry Aldrich  
Homer Brown  
Chuck Finn  
Tom Sawyer



### PAIRS

This business of "associating" facts and ideas requires that you see what it is that several items have in common. For example, take the two names "Bell" and "Marconi". How could you connect them? What is it that would link them together? They are both inventors. Bell invented the telephone; Marconi, the wireless telegraph. Below is a list of pairs. Look at the first pair. Can you see what it is that these two have in common? For each pair write a sentence like this: "Wilson and Harding were both presidents of the United States." You'll have to do some rather careful thinking if you get these just right. For example, it wouldn't do to say that Wilson and Harding were both men. To be sure, they were both men. But you can find a closer likeness. They were both presidents, and not only that, but presidents of the United States. When you do the sentence about Japan and China, don't say merely that Japan and China are both countries. Make your sentence show even more exactly how Japan and China are alike.

Now, go ahead. Write a sentence for each of the pairs. If you can't see any connection between the two items in a pair, you may consult the dictionary.

1. Japan and China are both \_\_\_\_\_.
2. London and Berlin are both \_\_\_\_\_.
3. The Nile and the Charles are both \_\_\_\_\_.
4. Admiral Byrd and Colonel Lindberg are both \_\_\_\_\_.
5. Vesuvius and Kilanea are both \_\_\_\_\_.
6. The Rockies and the Himalayas are both \_\_\_\_\_.

PAIRS

This business of "associating" faces and ideas requires that you see what it is that several items have in common. For example, take the two names "Bell" and "Marconi". How could you connect them? What is it that would link them together? They are both inventors. Bell invented the telephone; Marconi, the wireless telegraph. Below is a list of pairs. Look at the first pair. Can you see what it is that connects the two in common? For each pair write a sentence like this: "Wilson and Harding were both presidents of the United States." You'll have to do some rather careful thinking if you get these just right. For example, it wouldn't do to say that Wilson and Harding were both men. To be sure, they were both men. But you can find a closer likeness. They were both presidents and not only that, but presidents of the United States. When you do the sentence about Japan and China, don't say merely that Japan and China are both countries. Make your sentence show even more exactly how Japan and China are alike.

Now, go ahead. Write a sentence for each of the pairs. If you can't see any connection between the two items in a pair, you may consult the dictionary.

1. Japan and China are both \_\_\_\_\_
2. London and Berlin are both \_\_\_\_\_
3. The Nile and the Congo are both \_\_\_\_\_
4. Abraham Lincoln and General Sherman are both \_\_\_\_\_
5. Venezuela and Mexico are both \_\_\_\_\_
6. The Rockies and the Himalayas are both \_\_\_\_\_



7. Europe and Asia are both \_\_\_\_\_.

8. Chile and Argentina are both \_\_\_\_\_.

9. Yalta and San Francisco are both \_\_\_\_\_.

10. Anthony Eden and M. Molotov are both \_\_\_\_\_.

11. Oregon and Massachusetts are both \_\_\_\_\_.

12. John Hancock and John Carroll were both \_\_\_\_\_.

The purpose of these drills is to enable you to determine the  
correct length of the paragraph and to correctly identify the content.

### Drill One

When a devastating earthquake struck Japan, many cities were  
completely destroyed. The city of Tokyo was hit particularly hard.  
The damage was reported to be the worst in the world. The city  
was hit by a series of powerful earthquakes. The damage was  
the worst in the world. In consequence, the city was hit by a  
series of powerful earthquakes. The damage was the worst in the  
world. The city was hit by a series of powerful earthquakes. The  
damage was the worst in the world. The city was hit by a series  
of powerful earthquakes. The damage was the worst in the world.  
The city was hit by a series of powerful earthquakes. The damage  
was the worst in the world. The city was hit by a series of  
powerful earthquakes. The damage was the worst in the world.

1. Japan the earthquake
2. Earthquake Tokyo the world
3. Japan the earthquake

4. Japan the earthquake

- 7. Europe and Asia are both \_\_\_\_\_
- 8. China and Argentina are both \_\_\_\_\_
- 9. Yalta and San Francisco are both \_\_\_\_\_
- 10. Anthony Eden and N. Molotov are both \_\_\_\_\_
- 11. Oregon and Massachusetts are both \_\_\_\_\_
- 12. John Hancock and John Quincy Adams are both \_\_\_\_\_



### HEADLINES

Directions: For each of the paragraphs given below there are several headlines. Remember that a headline should always express the main idea of the paragraph. Read through the headlines for each paragraph, and pick out the one which gives the main idea of that paragraph. Be sure you pick out the headline which really does give the main idea, not one which gives only an unimportant detail in the paragraph. On the line at the end of each paragraph, write your choice of headline.

The purpose of these drills is to enable you to discover the central thought of the paragraph and to choose a suitable headline.

### Drill One

When a destructive earthquake rocked Japan, many witnesses reported seeing red, blue, and yellow lights in the sky just before the shock. Such reports have hitherto been discredited by scientists, but this time one Japanese scientist, K. Musya, happened to see the light himself. In consequence he set out to collect statements from other observers, and has just announced his results. His report cites more than 1500 observations of the strange "earthquake lights," seemingly too many to be dismissed as a phenomenon similar to the aurora.

- A. Japan Has Earthquakes
- B. Earthquake Lights Observed
- C. Aurora Studied by Scientist

I. Ans. \_\_\_\_\_





### Drill Two

Oysters may be enjoyed all the year instead of during the so-called "R" months only, as a result of recently improved rapid refrigeration methods whereby they are kept fresh for longer periods of time. The freezing system prevents the destruction of the small cells in the food, and hence keeps the articles in a state less likely to decay as well as more nourishing and palatable. In this way, oysters could be frozen and sold 365 days of the year, it is predicted. Experts believe that the present production of some 18,000,000 bushels of oysters per year will be increased to 100,000,000 bushels.

- A. Oysters Good Only in "R" Months
- B. Largest Oyster Crop In History
- C. Refrigerator Methods Improved
- D. Refrigeration Makes Oysters Good the Year Round
- E. Sea Life Studied

II. Ans. \_\_\_\_\_

From Following Printed Trails  
by Carol Hovious

### Drill Three

\* One of the worst things about rats is that they are responsible for the spread of a terrible disease called the Bubonic Plague. This dread fever has been one of the most horrible scourges in the history of man. It seizes its victim suddenly, tortures him with a raging fever, and kills him almost immediately. Few people ever recover from the plague. Human beings do not get the plague

Unit Two

Students may be assigned all the year instead of during the year.

called "The Year of the Flood" as a result of the flood. The flood was a result of the flood. The flood was a result of the flood.

at least. The flooding was a result of the flood. The flooding was a result of the flood.

cells in the flood, and the flood was a result of the flood. The flood was a result of the flood.

likely to have as well as very low water and water. It is likely to have as well as very low water and water.

very, very low water and water. It is likely to have as well as very low water and water.

predicted. The flood was a result of the flood. The flood was a result of the flood.

18,000,000 people of people and water will be increased to

18,000,000 people.

A. Water is only in "The Year of the Flood"

B. Water is only in "The Year of the Flood"

C. Water is only in "The Year of the Flood"

D. Water is only in "The Year of the Flood"

E. Water is only in "The Year of the Flood"

F. Water is only in "The Year of the Flood"

From "The Year of the Flood"

by Armin Greder

Unit Three

The flood was a result of the flood. The flood was a result of the flood.

The flood was a result of the flood. The flood was a result of the flood.

The flood was a result of the flood. The flood was a result of the flood.

The flood was a result of the flood. The flood was a result of the flood.

The flood was a result of the flood. The flood was a result of the flood.

The flood was a result of the flood. The flood was a result of the flood.



directly from the rats themselves, however, but from fleas that live on the rats. Suppose a rat has the plague. A flea bites him, then bites a human being. As a result, the human being contracts the plague. Unfortunately, rats are great travelers. When a ship comes into port, they scamper out from under the wharves and climb aboard. They hide safely in the hold until the ship docks at another harbor. Then they scramble out and scurry away into the new land. Wherever they go, rats carry with them the fleas that spread the frightful Bubonic Plague.

A. Bubonic Plague

B. Bubonic Plague Kills Its Victims Instantly

C. Rats Spread the Plague

D. Rats Carry Fleas

III. Ans. \_\_\_\_\_

#### DRILL Four

\* For more than two thousand years the plague swept over the world, killing millions of people. No one knew ~~that~~ caused it. No one knew how to cure it. It usually started in the hot summer months. Once it started, there was no stopping it. People died like flies. Constantinople, for example, had a terrible plague epidemic back in A.D. 543. Ten thousand people died every day. A thousand grave diggers worked day and night, but people still died faster than gravediggers could bury them. Historians say that, during an epidemic in fourteenth century Europe, the plague

directly from the rats themselves, however, not from flies that  
live on the rats. Suppose a rat has the plague. A flea bites him,  
then bites a human being. As a result, the human being contracts  
the plague. Unfortunately, rats are great travelers. When a ship  
comes into port, they disembark out from under the wharves and climb  
aboard. They hide safely in the hold until the ship docks at  
another harbor. Then they scurried out and scurry away into the  
new land. Whatever they go, rats carry with them the flies that  
spread the frightful bubonic plague.

A. Bubonic Plague

B. Bubonic Plague Kills Its Victims Instantly

C. Rats Spread the Plague

D. Rats Carry Flies

Ill. Ans.

#### DELL Four

\* For more than two thousand years the plague swept over the  
world, killing millions of people. No one knew what caused it.  
No one knew how to cure it. It usually started in the hot summer  
months. Once it started, there was no stopping it. People died  
like flies. Constantinople, for example, had a terrible plague  
epidemic back in A.D. 543. Ten thousand people died every day.  
A thousand grave diggers worked day and night, but people still  
died faster than grave diggers could bury them. Historians say  
that, during an epidemic in fourteenth century Europe, the plague



killed between twenty and forty million people. A million people died of the plague in Egypt in 1603. In 1771, the disease killed almost everyone in Moscow, Russia, leaving the city practically deserted.

A. For Two Thousand Years the Plague Killed Millions of People.

B. Plague Killed A Million People in Egypt

C. Plague Started In Summer Months

D. Plague Destroyed Moscow

IV. Ans. \_\_\_\_\_

#### Drill Five

\* The year 1894 is the most important year in plague history. For two thousand years people had been helpless before the ravages of the dread plague. But in 1894, two scientists in Hong Kong discovered that the plague was caused by flea bites - and that rats carried the dangerous feaas. It was fitting that this discovery should be made in the Orient, because the plague had originated there. Without the work of these two scientists, plagues might still ravage the world.

A. Plagues Ravaged World For Two Thousand Years

B. Plagues Originated In Orient

C. Plagues Still Ravage The World

D. In 1894 Two Scientists Discovered The Cause of Plague

V. Ans. \_\_\_\_\_

\* - From Flying the Printways by Carol Hovious

almost everyone in Moscow, Russia, leaving the city practically deserted.

A. For Two Thousand Years the Plague Killed Millions of People.

B. Plague Killed A Million People in Egypt

C. Plague Started in Summer Months

D. Plague Destroyed Moscow

IV. Ans.

#### Drill Five

\* The year 1894 is the most important year in plague history.

For two thousand years people had been helpless before the ravages

of the dread plague. But in 1894, two scientists in Hong Kong

discovered that the plague was caused by tiny bites - and that

rats carried the dangerous toxin. It was fitting that this dis-

covery should be made in the Orient, because the plague had

originated there. Without the work of these two scientists,

plague might still ravage the world.

A. Plague Ravaged World For Two Thousand Years

B. Plague Originated in Orient

C. Plague Still Ravages The World

D. In 1894 Two Scientists Discovered The Cause of Plague

V. Ans.

\* - From Flying the Printways by Carol Bowens



### Drill Six

Directions: At the end of each paragraph write a good headline.  
Be sure your headline gets over the main idea of the paragraph.

\*1. Armed guards keep watch over a lead-lined casket in the U. S. Treasury at Washington, D. C. It holds only twenty cardboard boxes stuffed with samples of cotton - but these samples, with duplicate sets in other countries, constitute the final court of appeals for grading 25,000,000 bales of cotton that enter the world's trade every year.

Ans. 1. \_\_\_\_\_

2. Many unexplained automobile accidents are believed to result from carbon monoxide which seeps into the car from the engine. In 1933, there were 58,900 unexplained accidents which killed 3,260 persons and injured 53,240. Tests show that about seven percent of motor vehicles in motion contain enough carbon monoxide to cause occupants to collapse.

Ans. 2. \_\_\_\_\_

3. Dirty water in the jeweler's shop is valued highly. Every drop in which workers wash their hands and in which their overalls are laundered is saved. This is done because filings from gold and other precious metals are caught in the water. At regular intervals, this metal is salvaged by refining, resulting in savings of \$750.00 to \$1,000.00 a year in the average shop.

Ans. 3. \_\_\_\_\_

# Unit Six

Directions: At the end of each paragraph write a good headline.

Be sure your headline gets over the main idea of the paragraph.

1. Armed guards keep watch over a lead-lined casket in the U. S. Treasury at Washington, D. C. It holds only twenty card-board boxes stuffed with samples of cotton - but these samples, with duplicate sets in other countries, constitute the final count of supplies for trading 25,000,000 bales of cotton that enter the world's trade every year.

Ans. 1.

2. Many unexplained automobile accidents are believed to result from carbon monoxide which seeps into the car from the engine. In 1932, there were 58,900 unexplained accidents which killed 2,320 persons and injured 53,340. Tests show that about seven percent of motor vehicles in motion contain enough carbon monoxide to cause occupants to collapse.

Ans. 2.

3. Dirty water in the jeweler's shop is valued highly. Every drop in which workers wash their hands and in which their overalls are laundered is saved. This is done because filth from gold and other precious metals are caught in the water. At regular intervals, this metal is salvaged by refining, resulting in savings of \$750.00 to \$1,000.00 a year in the average shop.

Ans. 3.



\* 4. Rats are small, but they are one of the most dangerous and destructive animals alive today. They will eat almost anything and everything. Every year they destroy thousands of dollars' worth of grain, fruits, and vegetables. They break into chicken houses, and eat their eggs; they devour helpless baby chicks. Their sharp teeth gnaw through wood and plaster. They are so fierce that they will attack human babies. Hordes of them have been known to tackle a full-grown man.

Ans. 4. \_\_\_\_\_

\* 5. As soon as it was discovered that rats carry a plague, the Japanese government ordered a ship load of cats from the United States. Why? You've probably guess it - to catch rats. The government decided that one of the best ways to fight the plague would be to kill off the rodents that carried it. Cats were known for their ability at rat catching. In Hong Kong, according to the law, every man who owns a house must keep a cat. If the house is large, he must keep three cats. It is against the law to have a house without a cat. Thus do the Oriental countries carry on their endless war against the plague.

Ans. 5. \_\_\_\_\_

\* - From Flying the Printways by Carol Hovious

6. Accustomed to exotic jewels, - South African diamonds, Burmese rubies, Siamese sapphires - few people realize that

\* 4. Cats are small, but they are one of the most dangerous and destructive animals alive today. They will eat almost anything and everything. Every year they destroy thousands of dollars' worth of fur, fish, and vegetables. They break into chicken houses, and eat fresh eggs; they devour helpless baby chicks. Their sharp teeth can tear through wood and plaster. They are so fierce that they will attack human babies. Hundreds of them have been known to tackle a full-grown man.

#### Ann. 4.

\* 5. As soon as it was discovered that cats carry plague, the Japanese government ordered a ship load of cats from the United States. What? You've probably guess it - to exterminate. The government decided that one of the best ways to fight the plague would be to kill off the rodents that carried it. Cats were known for their ability at cat catching. In Yon Keng, according to the law, every man who owns a house must keep a cat. If the house is large, he must keep three cats. It is against the law to have a house without a cat. True to the Oriental countries carry on their endless war against the plague.

#### Ann. 5.

\* - From Flying the Broom by Carol Hoverson

6. According to exotic jewels - South African diamonds, Burmese rubies, Japanese sapphires - few people realize that



fortunes await gem hunters in the deserts and mountains of the Western United States. Here modern prospectors, aided by the latest in labor saving tools, are satisfying the current vogue for stones that owe their popularity more to their beauty than to excessive cost due to scarcity. Rock ledges bordering Nevada deserts yield chiefly turquoise, but opal, amethyst, tourmaline, and beryl are also found.

Ans. 6. \_\_\_\_\_

From Following Printed Trails by Hovious

#### HEADLINES, continued

Directions: See if you can write a suitable headline for each of the following selections. After you have decided on your headline, place it in the space provided at the beginning of each selection.

1. \_\_\_\_\_

In the old days when a certain Dr. Bancroft practiced medicine at Evergreen, Colorado, in the Rockies, his patients often came a long distance under great difficulties. One of them, a cowhand, arrived one day, unconscious, slung across the saddle horn of his buddy.

"His horse throwed him on a rock," the rider said, "and then fell on him. His leg's all smashed to pieces."

The doctor took a look and got ready to amputate, while the friend sat and sweated.

former and his gun hunters in the desert and mountains of the  
Western United States. These modern prospectors, aided by the  
latest in labor saving tools, are exploiting the natural forces  
for whom they are their popularity more so than their heavy loads  
excessive cost due to weathering. Rock ledges bordering Nevada  
deserts yield chiefly turquoise, but opal, malachite, carnelian,  
and ivory are also found.

Ans. 2.

### From Following Printed Trails by Hovens

#### HEADLINE, continued

Directions: See if you can write a suitable headline for each of  
the following selections. After you have decided on your headline,  
place it in the space provided at the beginning of each selection.

I.

In the old days when a certain Dr. Bennett practiced  
medicine at Evergreen, Colorado, in the Rockies, his patients  
often came a long distance under great difficulties. One of  
them, a cowboy, arrived one day, unconscious, slung across the  
saddle horn of his horse.

"His horse threw him on a rock," the rider said, "and  
then fell on him. His leg's all smashed to pieces."  
The doctor took a look and got ready to operate, while

the friend sat and sweated.



"Doc," the friend said at last in a voice hoarse with emotion, "if this man dies, you go with him." Bancroft turned to see him placing a .45 gently on a little table at his elbow.

The doctor regarded it for a moment over his glasses and then left the room. He returned with a tray of instruments. Among them was a six-gun of his own.

"My friend," he said, patting it, "if this man is going to die, I'll know it five seconds before you do"; and proceeded to operate - successfully.

Readers Digest, October 1944.

2.

---

A Pennsylvania farmer, delinquent in his few remaining payments because of illness, was approached by the finance company's representative who demanded the money or the car.

"Might as well take the car with you," the farmer drawled. "She's out there in the barn."

The agent found the car up on blocks, its shiny newness protected from dust by a cloth cover which extended neatly to the floor. Only 15 miles were registered on the speedometer - mileage accumulated on the trip from the showroom to the farm.

"You mean you've driven only 15 miles in all these months!" the puzzled agent asked.

"That's right," the farmer replied. "I figure she's not mine 'til she's paid for."

The agent replaced the car cover gently and announced:

"Doc," the friend said as Jack in a voice hoarse with emotion, "if this man dies, you go with him." Bannock turned to see him placing a .45 gently on a little table at his elbow.

The doctor regarded it for a moment over his glasses and then left the room. He returned with a box of instruments. Among them was a six-gun of his own.

"My friend," he said, passing it, "if this man is going to die, I'll know it five seconds before you do"; and proceeded to operate - successfully.

Barber's Digest, October 1934.

2.

A Pennsylvania farmer, delinquent in his tax remaining payment because of illness, was approached by the finance company's representative who demanded the money or the car.

"Right as well take the car with you," the farmer drawled.

"She's out there in the barn."

The agent found the car up on blocks, its shiny newness protected from rust by a cloth cover which extended nearly to the floor. Only 15 miles were registered on the speedometer - mileage accumulated on the trip from the showroom to the farm.

"You mean you've driven only 15 miles in all these months?" the puzzled agent asked.

"That's right," the farmer replied. "I figure she's not mine 'til she's paid for."

The agent replaced the car cover faintly and announced:



"We'll wait until your crops come in."

3. \_\_\_\_\_

In the early days around Hendersonville, N.C., a good many English and Welsh people built substantial houses and settled down to be gentlemen-farmers. Some of them rode to hounds in red coats, as they had done at home. One such, posting through the woods in a valley where neither he nor his like had ever been before, was brought to earth by a bullet from a squirrel rifle.

"Why on earth," somebody asked the farmer who fired it, "did you do that?"

"Waal," the man replied, "I'd never seed nuthin' like that befor', an' I wanted to get a good look at it."

Readers Digest

4. \_\_\_\_\_

I was spending the night with a Kentucky mountaineer and his 19 year old son. They sat silently in front of the fire, smoking their pipes, crossing and uncrossing their legs. Finally after a long period of silence, the father remarked, "Son, step outside and see if it's raining."

Without looking up, the son answered, "Aw, Pop, why don't ye jest call in the dog and see if he's wet?"

Readers Digest

"We'll wait until your horse comes in."

3.

In the early days around Hendersonville, N.C., a good many English and Welsh people built substantial houses and settled down to the gentleman-farmers. Some of them rode to hounds in red coats, as they had done at home. One such, passing through the woods in a valley where neither he nor his like had ever been before, was brought to earth by a bullet from a squirrel rifle. "Why on earth," somebody asked the farmer who fired it, "did you do that?"

"Well," the man replied, "I'd never seen anything like that before, and I wanted to get a good look at it."

Readers Digest

4.

I was spending the night with a Kentucky mountaineer and his 19-year-old son. They sat silently in front of the fire, smoking their pipes, coughing and uttering faint sighs. Finally after a long period of silence, the father remarked, "Son, step outside and see if it's raining."

Without looking up, the son answered, "Aw, Pop, why don't ye just call in the dog and see if he's wet?"

Readers Digest



5.

---

I stopped at a little dry-goods store on Long Island and waited five minutes until the proprietor emerged from the basement carrying two dusty signs under his arms. One, fashioned with elaborate curlicues and hand-lettering, said: "Service With a Smile." The other, "If You Don't See What You Want, Just Ask For It." The proprietor, an old man with a slightly foreign accent, seemed to feel my curiosity required an explanation. "Looks like the war might be all over soon," he said confidentially. "I figure it's about time to reconvert."

Readers Digest

6.

---

Two marines on New Britain were sent out on patrol in advance of a big push to be made against the Japs on the following day. Returning from their job, one of them stepped on an enemy booby trap. The explosion shattered both his legs. Realizing he was too heavy to be carried back to camp, he persuaded his companion to go on alone. The second Marine treated the wounded man as well as he knew how, then reluctantly started back. Fears that the Japs would find his companion plagued the Marine, but he continued on to camp and turned in the information.

As scheduled, the attack on the Japs was made the next day. The enemy soon was withdrawing in disorder. When the Marines came to their wounded buddy, they were horrified. There he lay, silent and motionless. About his body and up and down the length of it

5.  
I stopped at a little dry-goods store on Long Island and waited five minutes until the proprietor emerged from the basement carrying two dusty signs under his arms. One, fashioned with elaborate engravings and hand-lettering, said: "Service With a Smile." The other, "If You Don't See What You Want, Just Ask For It." The proprietor, an old man with a slightly foreign accent, seemed to feel my curiosity required an explanation. "Looks like the way might be all over soon," he said confidentially. "I figure it's about time for recovery."

Readers Digest

6.  
Two Marines on New Britain were sent out on patrol in advance of a big push to be made against the Japs on the following day. Learning from their job, one of them stepped on an enemy booby trap. The explosion shattered both his legs. Realizing he was too heavy to be carried back to camp, he persuaded his companion to go on alone. The second Marine treated the wounded man as well as he knew how, then reluctantly started back. Fears that the Japs would find his companion plagued the Marine, but he continued on to camp and turned in the information.  
As scheduled, the attack on the Japs was made the next day. The enemy soon was withdrawing in disorder. When the Marines came to their wounded buddy, they were horrified. There he lay, silent and motionless. About his body and up and down the length of it



were tangled wires. Evidently the Japs had come and rigged him up as a booby trap.

No one dared touch him. This was a job, a delicate and dangerous job, for an engineering unit. Suddenly the "human booby trap" opened his eyes, grinned feebly, and whispered, "Hey, fellas, get these wires off me. An' help me up." The Marines stepped forward and removed the wires. There was no blast, no explosion. Knowing that the Japs would be attracted to the spot by the first explosion, the Marine had painfully wired himself up as a booby trap with wire from the one which had wounded him. The Japs had come. They took one look and fled. The quick-thinking Marine had lain undisturbed until his companions found him.

Readers Digest, January 1945.

7. \_\_\_\_\_

To my mind, Lafayette, Louisiana, is one of the pleasantest cities I have ever visited in the deep South. The people are gay and attractive, and their attitude toward outsiders is so hospitable that no one is long a stranger within their gates. Their conversation is as likely to be in voluble French as in accented English, and it is as merry as their manner.

One of my favorite places in Lafayette, strangely enough, is a jewelry store which does not seem, at first, to be remarkable. It has the usual glass show cases running around the sides, the usual vacant space in the center. It sells the same sort of thing as any shop of its type in any other small city: silver forks and





spoons, cream pitchers and sugar bowls; brooches, pendants, and wrist watches, rings set with precious and semi-precious stones, none of them especially large or costly and the plain gold wedding rings of the region, which are known as "alliances."

It is these plain gold wedding rings and the tradition surrounding them that sets their jewelry store apart. For years, innumerable people have flocked in from the surrounding countryside to buy their wedding rings here.

There are generally five persons in the party - the parents of both the prospective bride and groom, and the groom himself - all shabbily, but substantially dressed, all hardy and happy-looking. The prospective bride has remained modestly at home. But of course her finger has been carefully measured, and the measurements are duly submitted to the clerk, who notes them carefully before submitting a wedding ring for the inspection of the intent little group.

But here is the important part of the transaction: For years the jewelry store has always had an essential rule - if the wedding ring does not fit, it may be returned. Since the bride cannot try it on in person, it is sold with this distinct understanding. The clerk wraps the ring up, the groom counts out the money, there are mutual expressions of satisfaction and good will, and the purchasers depart.

If you linger, as I like to do, in this jewelry shop, you may see a middle-aged man coming in, approaching with an anxious face the clerk who has just waited on the prospective bridegroom. His





wife has been ill for a long time now, and her wedding ring will not stay on any longer. So he has brought a new measurement. The clerk takes the slip of paper and the old ring; then, gravely and carefully, an exchange is made. The wedding ring does not fit. The jewelry store supplies another ..... Years ago the store made a promise. Now the promise is fulfilled.

The middle-aged man turns to leave, his expression happier than when he came in. At the door he meets a woman, older and more bent than he is. Evidently they are friends and neighbors, for they pause to pass the time of day. Then she approaches the clerk with confidence. She had a pretty little hand when she married, she admits, with a smile of pleased reminiscence. But that was a long while back.

She has borne twelve children since then, and now there are three times that many grandchildren. She has worked hard, not only in the house but in the garden and in the rice fields too. Not that she has minded. She has had a full life, and a good one. But it is understood that a woman's hands do not stay pretty or small, either, when she works like that and lives like that through the years. Her wedding ring hurts her because it is so tight. Look, she can hardly get it off .....

Still gravely, the clerk takes the wedding ring from her, compares it to those in his tray, hands her another. She slips it over a gnarled finger which she lifts proudly, surveying the gleam of gold. Yes, this one fits. Many thanks. "Merci bien, Bonsoir, Monsieur." She goes out; the clerk turns to another customer.





Undoubtedly, when the first clerk guaranteed the fit of the first "alliance" sold in this store, he assumed that an exchange would be made immediately, if this were indicated. But having been made, the promise has been kept. No wonder the customers return confidently to this store year after year.

But it is not only the clerk and all that the store stands for that have revived my faith in human nature and in the just rewards of steadfastness. The customers have also done so. They are keeping their promises, too. They come to change their wedding rings, yes, but not for some lesser baubles. For others that will fit better. So that they will be just right in sickness and in health, in poor times and rich, until death brings the first parting between giver and receiver. They are symbols of marriage which require adjustments, but which last in spite of them, and which are right to the very end, too.

By Frances Parkinson Keyes

Unfortunately, when the first class mentioned the title of the  
"Three" alliance" and in this case, he wanted that an extension  
should be made immediately, if this were indeed. But having  
been made, the promise has been kept. We wonder the difference  
between confidence in this case and other cases.  
But it is not only the time and all that the same stands  
top that have revised up with in human nature and in the just  
rewards of selfishness. The difference have also been made. They  
are keeping their promise, too. They come to change their  
leading rings, yes, but not for some lesser benefits. For when  
that will be better. It has been said to be just as right  
and in health, in fact, it is not clear and then, until we can  
the first parting between given and received. They are even  
of rewards which require adjustment, but which have to give  
of love, and which are made to the very end, too.  
By the way, I am sure that we



## TELEGRAM

### IMPORTANT WORDS

When you send a telegram, every word costs money. So you pick out the important words and send them. You omit all the little unimportant words like a, the, at, and on. Leaving these words out makes the telegram sound a bit jerky, but it doesn't spoil the meaning of the telegram. "Arrive Boston Airport six Sunday night," makes perfectly good sense, even though it isn't as smooth as "I shall arrive at the Boston Airport at six o'clock Sunday night." Take a look at the words the telegram omitted - I, shall, at, the, at, o'clock, on. They don't make any sense by themselves, because they are not the important words. They are not the words that carry the meaning. Some words are important, some are not. When you read, your mind should work like a hammer. It should come down - bang, bang! - landing every time on one of the important words in a sentence. It slides quickly over the unimportant words. You see the unimportant words; you know they are in the sentence, but you don't waste much time on them.

What happens when you read the important words? In the first place you understand better what you read, because your mind has been catching all the meaning words on the page. Besides, you read faster, because you leap over the unimportant words, wasting very little time on them.

Reading for important words will improve your oral reading. One reason for dull reading is that the reader pays no attention to important words. Your success in the world may depend upon your power

## TELEGRAM

### IMPORTANT WORDS

When you send a telegram, every word costs money. So you pick out the important words and send them. You omit all the little unimportant words like a, the, at, and, on. Besides these words you make the telegram sound a bit jerky, but it doesn't spoil the meaning of the telegram. "Arrive Boston Airport six Sunday night," makes perfectly good sense, even though it isn't as smooth as "I shall arrive at the Boston Airport at six o'clock Sunday night." Take a look at the words the telegram omitted - I, shall, at, the, at, o'clock, on. They don't make any sense by themselves, because they are not the important words. They are not the words that carry the meaning. Some words are important, some are not. When you read, your mind should work like a hammer. It should come down - bang, bang! - landing every time on one of the important words in a sentence. It slides quickly over the unimportant words. You see the important words; you know they are in the sentence, but you don't waste much time on them.

What happens when you read the important words? In the first place you understand better what you read, because your mind has been catching all the meaning words on the page. Besides, you read faster, because you leap over the unimportant words, reading very little time on them.

Reading for important words will improve your oral reading. One reason for dull reading is that the reader pays no attention to the important words. Your success in the world may depend upon your power



to make people listen to you when you speak or read. You must command their attention. You must make them want to listen. One way is to emphasize important words when you speak or read aloud.

The purpose of this block of work is to give you a chance

1. To improve your comprehension by hitting hard the words that carry the meaning
2. To make your oral reading (and speaking) the kind that people will listen to.

### Drill One

Directions: In the following selection, certain words have been underlined. These are the important words in the sentence. Read the paragraph rapidly. Your mind should be like a trip hammer, landing squarely on every important word, but sliding quickly over the other words. Don't slow up reading word by word. Keep going!

Even discarded old wires can be made into a fascinating hobby. A blind Viennese sculptor has learned how to shape twisted masses of wire into all sorts of human and animal figures. These odd wire statues are colorful, for the sculptor uses iron, copper, and brass wire. He combines these different wires so that the dull iron color is set off with brilliant touches of yellow brass or reddish copper. One of his most effective pieces shows a gay Spanish torreador fighting a bull in the arena.

to make people listen to you when you speak or read. You must command their attention. You must make them want to listen. One way is to use phrases important words when you speak or read aloud.

The purpose of this class of work is to give you a method

1. To improve your comprehension by listening more to

words that carry the meaning

2. To make your oral reading (and speaking) less like that

people will listen to.

### Will One

Directions: In the following selection, certain words have been underlined. These are the important words in the sentence. Read the paragraph rapidly. Your mind should be like a trip hammer, landing squarely on every important word, but sliding quickly over the other words. Don't slow up reading word by word. Keep going!

Even discarded old wires can be made into a useful thing.

A blind wireman has learned how to shape twisted masses

of wire into all sorts of human and animal figures. These odd

wire statues are colorful. For the sculptor uses iron, copper, and

brass wire. He combines these different wires so that the doll

iron color is set off with brilliant touches of yellow brass or

reddish copper. One of his most effective pieces shows a gay

Spanish dancer kicking a ball in the arena.



### Drill Two

Read the foregoing selection orally so that your hearers know which words are important and which words aren't. Remember, you magnify words by stressing them and by saying them more slowly than the other words.

### Drill Three

Go back to Drill One and make a written list of the words that are not underlined. When you have finished you'll have a list of words that are not important. This list will help you later on when you are trying to decide for yourself which words are important and which ones are not.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 14. _____ | 27. _____ |
| 2. _____  | 15. _____ | 28. _____ |
| 3. _____  | 16. _____ | 29. _____ |
| 4. _____  | 17. _____ | 30. _____ |
| 5. _____  | 18. _____ | 31. _____ |
| 6. _____  | 19. _____ | 32. _____ |
| 7. _____  | 20. _____ | 33. _____ |
| 8. _____  | 21. _____ | 34. _____ |
| 9. _____  | 22. _____ | 35. _____ |
| 10. _____ | 23. _____ | 36. _____ |
| 11. _____ | 24. _____ | 37. _____ |
| 12. _____ | 25. _____ | 38. _____ |
| 13. _____ | 26. _____ | 39. _____ |

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2.	15.	28.
3.	16.	29.
4.	17.	30.
5.	18.	31.
6.	19.	32.
7.	20.	33.
8.	21.	34.
9.	22.	35.
10.	23.	36.
11.	24.	37.
12.	25.	38.
13.	26.	39.



### Drill Four

Directions: Let's see if you can pick out important words for yourself. In the following sentences underline the words you think are important - the words that carry the meaning.

1. Timbuctu is a town in French Africa.
2. In the course of ten years' work, a make-up artist for the movies has worked on 36,000 faces.
3. Stamp collecting may be a valuable hobby; the rarest stamp in the world is now valued at \$50,000.
4. The United States Post Office each year sells about a million dollars' worth of stamps to stamp collectors.
5. In Russia, boys and girls under sixteen years of age, operate an entire railroad between stations two miles apart.

### Drill Five

Can you read for important words without underlining them first? Read the following paragraph silently, just as fast as you can, making your mind jump from one important word to the next.

When you finish reading this paragraph silently to yourself, read it aloud to the class. Let the class help you decide whether or not you really do magnify important words with your voice.

What was once a tragedy has become for a clever New York woman a unique and thriving business. Tenants to whom she had rented her home almost ruined her lovely furnishings. She set about repairing them and did such a good job of it that her



# Drill Four

Directions: Let's see if you can pick out important words for yourself. In the following sentences underline the words you think are important - the words that tell the meaning.

1. The first time a person is born in a new nation.

2. In the course of ten years, a man-made bridge for the motor has worked on 25,000 tons.

3. Stamp collecting may be a valuable hobby; the record stamp in the world is now valued at \$5,000.

4. The United States Post Office each year sells about a million dollars' worth of stamps to stamp collectors.

5. In Alaska, boys and girls under sixteen years of age, together an entire railroad between stations two miles apart.

# Drill Five

Can you read the important words without mistaking them first? Read the following paragraphs silently, just as fast as you can, making your hand jump from one important word to the next.

When you finish reading this paragraph silently to yourself, read it aloud to the class. Let the class help you decide whether or not you really do know the important words with your voice.

Just as once a tragedy has been told to a clever boy, Jack, a woman and a traveling salesman. The woman had had a good time and she had a good job. She had about twenty-five dollars and she had a good job. It was a



friends began bringing her their broken valuables for patching. Now she employs hundreds of workmen who can restore anything from a fishbowl to a torn suit. She <sup>has</sup> can her assistants reweave old carpets, touch up oil paintings, or mend delicate lace. They have restored 1,790 worm-eaten doors, delicate stained glass, faded ivory iminiatures, tortoise-shell combs, and shattered statues. People from all over the country send their broken valuables to her for patching.

Drill Six

Write headlines for the paragraph in Drill One.

Drill Seven

Suppose you were away on your vacation. You had written your parents that you intended to take a certain train and had asked them to meet you at the station. You missed the train. There would be no other train for several hours. Send a telegram to your parents, telling them where and when they can meet you.

CLASS OF SERVICE DESIRED	
DOMESTIC	CABLE
TELEGRAM	ORDINARY
DAY LETTER	URGENT RATE
SERIAL	DEFERRED
NIGHT LETTER	NIGHT LETTER

Patrons should check class of service desired; otherwise the message will be transmitted as a telegram or ordinary cablegram.

# WESTERN UNION

A. N. WILLIAMS  
PRESIDENT

1207

\$	CHECK
S	ACCOUNTING INFORMATION
F	TIME FILED

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to  
(PLEASE PRINT NAME AND ADDRESS)

To \_\_\_\_\_

Care of or Apt. No. \_\_\_\_\_

Street and No. \_\_\_\_\_

Place \_\_\_\_\_

19

FOR VICTORY  
BUY  
WAR BONDS  
TODAY

Sender's name and address  
(For reference only)

Sender's telephone  
number



People from all over the country send their broken valuables to

for the padding.

### Drill Six

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### Drill Seven

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## CLASSES OF SERVICE

### DOMESTIC SERVICES

#### TELEGRAMS

A full-rate expedited service.

#### DAY LETTERS

A deferred service at lower than the standard telegram rates.

#### SERIALS

Messages sent in sections during the same day.

#### NIGHT LETTERS

Accepted up to 2 A. M. for delivery not earlier than the following morning at rates substantially lower than the standard telegram or day letter rates.

### CABLE SERVICES

#### ORDINARIES

The standard service, at full rates. Code messages, consisting of 5-letter groups, at a lower rate.

#### DEFERREDS

Plain-language messages, subject to being deferred in favor of full-rate messages.

#### NIGHT LETTERS

Overnight plain-language messages.

#### URGENTS

Messages taking precedence over all other messages except government messages.



CENTRAL THOUGHT

Directions: Below are five paragraphs. Underline the sentence under each paragraph which most nearly represents the central thought.

Prehistoric Man's Contribution to Civilization

1. The use of fire seems to have been the thing that first set man distinctly above other animals. Certainly at some early period of the Old Stone Age, man had conquered that dread of flame which all wild animals show and had come to know fire as his truest friend. Without fire, he has limited to raw food and to stone implements.

- A. Fire is man's truest friend.
- B. Man early conquered the fear of flame.
- C. The use of fire first set man above other animals.
- D. Fire is used for cooking.

2. Most of the domestic animals familiar to us in the barnyard or on the farm had been tamed into useful friends by prehistoric man. The Asiatic lands where civilization began were their native homes. This, no doubt, is one great reason why civilization began in those lands, - just as the almost total lack of animals fit for domestic life is a reason why the American hemisphere remained backward until discovered by the Old World.

- A. America was backward until discovered by the Old World.
- B. Barnyard animals came from Asia.

CENTRAL THOUGHT

Directions: Below are five paragraphs. Underline the sentence under each paragraph which most nearly represents the central thought.

Prehistoric Man's Contribution to Civilization

1. The use of fire seems to have been the first step man distinctly above other animals. Certainly at some early period of the Old Stone Age, man had conquered that dread of flames which all wild animals show and had come to know fire as his friend. Without fire, he was limited to raw food and to some implements.

- A. Fire is man's friend.
- B. Man early conquered the fear of flames.
- C. The use of fire first set man above other animals.
- D. Fire is used for cooking.

2. Most of the domestic animals familiar to us in the barnyard or on the farm had been tamed into useful friends by prehistoric men. The Asiatic lands where civilization began were their native homes. This, no doubt, is one great reason why civilization began in those lands, - just as the almost total lack of animals fit for domestic life is a reason why the American northwest remained backward until discovered by the Old World.

- A. America was backward until discovered by the Old World.
- B. Barnyard animals came from Asia.



C. Civilization began in Asia because of the presence of animals fit for domestic life.

D. There were no domestic animals in the American hemisphere.

3. Wheat, barley, rice, and nearly all other important food grains and garden vegetables were tamed also by the prehistoric man of Asia. Out of the myriads of wild plants, all of our marvelous progress in science has failed to reveal even one other in the Old World so useful to man as those which prehistoric man selected for cultivation. Their only rivals are the potato and maize (Indian corn) which the New World Aborigines, in the stage of savagery, selected for cultivation.

A. The New World gave to man its most important foods.

B. Wheat, barley, and rice were tamed by prehistoric man.

C. Science has failed to reveal any new foods which are comparable to those selected by ancient man.

D. Prehistoric man of Asia selected many of the most useful grains and vegetables for cultivation.

4. Language is one of the most precious parts of our inheritance from the ages. It is not merely the means by which we exchange ideas with one another; it is also the means by which we do our thinking. No higher order of thought is possible without words. Some very primitive savages today have only a few words. They

3. Civilization began in Asia because of the abundance of

animals fit for domestic life.

4. There were no domestic animals in the Americas

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grains and vegetables for cultivation.

10. Language is one of the most precious parts of our inheritance

from the ages. It is not merely the means by which we exchange

ideas with one another; it is also the means by which we do our

thinking. No higher order of thought is possible without words.

Some very primitive savages today have only a few words. They



can count only by fingers and toes or by bundles of sticks, and they communicate with one another somewhat as the higher animals do. In the dark they can hardly talk at all. The first word making is slow work; but through the long prehistoric ages, among the more progressive peoples, there were developed from rude beginnings several rich and copious languages.

- A. Language was developed by man in prehistoric ages.
- B. No high order of thought is possible without words.
- C. Among more progressive peoples several rich and copious languages have developed.
- D. Language is an important inheritance from prehistoric ages.

5. The Greeks took great pride in the deeds of their famous men. The stories they told their children are not what we call true stories. They are about the kinds of heroes the Greeks honored and tried to be like. One of the greatest of all Greek heroes was Achilles.

- A. Many Greek hero stories are not true.
- B. The Greeks had many famous men.
- C. Achilles was the greatest Greek hero.
- D. The Greeks told stories about their famous men so that their children would try to do as great persons had done.

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B L O C K    T W O





## BLOCK TWO

### THE POINT OF THE PARAGRAPH THROUGH THE TOPIC SENTENCE

Paragraphs are like the flagstones in a walk. One by one they take you forward to the place where you want to go. A good writer plans what he intends to say, just as a builder lays out the width and direction of a walk. Paragraph by paragraph the writer fills in the parts of his plan, just as stone by stone the walk builder fills in the path he has staked off. Both the paragraphs and the stones, one by one, lead the traveler to his goal.

### Indenting

To show the reader where a new paragraph begins, the first word in the first line is set a little to the right of the regular left hand margin. This printing practice, known as indenting, acts as a thought signal. The reader interprets this sign as a warning that he is to take the next group of sentences all in one mental breath.

The new step may be the next thing that happened in a story. It may be the next point in a explanation or the next piece of evidence in an argument. Topic by topic, each step carries the main idea forward toward completion. Every good reader trains himself to become paragraph conscious, because the paragraph topics are keys to the author's message.

### Topic Sentence

Every good paragraph has a topic of its own. That topic, along with the topics of the other paragraphs, makes up the author's plan. The paragraph topic does not include so much as the topic of the whole





composition; it is a necessary division of that chief topic. The paragraph topic may be one of the main ideas or one of the sub-topics. In paragraphs of dialogue, indenting indicates change of speaker rather than change of topic.

### What is the Topic Sentence?

The topic sentence answers the question, "What is this paragraph about?" It usually stands at the beginning or the end of the paragraph; but it may appear at any other place. Some paragraphs do not have any topic sentences at all. The topic may be "implied"; that is, we can make it up from the ideas expressed in the paragraph. The topic idea will be there, but it will not be expressed definitely in one particular sentence. All of the sentences together tell the story.

### The Topic-First Paragraph

One of the simplest and most direct ways of making the ideas of a paragraph clear is to give the topic sentence first, and then to add details that explain or illustrate the idea. The topic sentence announces the idea and the paragraph develops it.

#### Example: Topic-First Paragraph

Sporty is a full-blooded black chow, eight months old.

One is instantly attracted by his pointed ears, bushy fur, and big tail which rests curled upon his back. His large brown eyes are full of alert intelligence and are sometimes mischievous.

### The Topic-Last Paragraph

In the Topic-Last Paragraph, the topic sentence sums up the observations made.

...is a necessary condition of the ...  
...the ...  
...the ...

Case in the Logic of Science

The logic of science ...  
...it usually ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...

The Logic of Science

One of the ...  
...the ...  
...the ...  
...the ...

Example: Logic of Science

...is a ...  
...the ...  
...the ...  
...the ...

The Logic of Science

In the ...  
...the ...



Example: Topic-Last Paragraph

(1) The old apple trees were broken down and lying about the orchard. The well-house had rotted away. Weeds stood five feet tall in the broad driveway leading past the house and barn. The imposing cottage itself had grown tired and lain down in the cellar for a long, last sleep. Only the ridge pole stuck a stubborn nose up out of one corner of the cellar hole to be decked for its trouble by a wreath of morning glories. The place where I was born was a lonesome, neglected ruin.

(1) From Making Sense by

Salisbury and Leonard

The Paragraph Without a Topic Sentence

Many paragraphs discuss a topic without making a definite statement of it in any one sentence.

Example: Paragraph Without a Topic Sentence

The scientist finds out better ways of refrigeration that our food may stay fresh. He furnishes the dyes for our hangings, the paint for our houses, the varnish for our floors. It is he who invents cheaper and more convenient ways of warming our houses. Without him, we would still depend on candles and lamps for illumination. Where did we get the electric bell, the toaster, or the vacuum cleaner that does so much to make work lighter, but from the scientist?

The thoughts of the previous paragraph may be summed up in the following topic sentence: - The scientist has contributed much to our

Example: Topic-Sentence

(1) The old castle stood on a hill, away from the town. The well-known lord ruled here. He had a large library. He had a large garden. He had a large park. He had a large estate. He had a large income. He had a large family. He had a large reputation. He had a large influence. He had a large power. He had a large wealth. He had a large fame. He had a large glory. He had a large honor. He had a large respect. He had a large admiration. He had a large love. He had a large devotion. He had a large service. He had a large sacrifice. He had a large martyrdom. He had a large glory. He had a large honor. He had a large respect. He had a large admiration. He had a large love. He had a large devotion. He had a large service. He had a large sacrifice. He had a large martyrdom.

(2) Topic-Sentence

The castle stood on a hill, away from the town. The well-known lord ruled here. He had a large library. He had a large garden. He had a large park. He had a large estate. He had a large income. He had a large family. He had a large reputation. He had a large influence. He had a large power. He had a large wealth. He had a large fame. He had a large glory. He had a large honor. He had a large respect. He had a large admiration. He had a large love. He had a large devotion. He had a large service. He had a large sacrifice. He had a large martyrdom.

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modern comfort and high scale of living.

### Topic Sentences and Thought Signals

The main divisions of a book are usually announced by chapter headings. The main divisions of a chapter are often announced by center-heads. The topic of a paragraph may be announced by a topic printed in a bold-faced or italic type at the beginning. Just as these type signals are aids to the author's plan, so a topic sentence announces the topic of the paragraph and is an aid in making the author's plan clear and unmistakable.

The purpose of these exercises is to aid your comprehension by finding the topic sentence.

writing, thought and high quality of living.

### Topic sentences and Thesis Statement

The main divisions of a topic are usually arranged by subject matter. The main divisions of a paragraph are often arranged by subject matter. The topic of a paragraph may be indicated by a topic sentence. It is a bold-faced or italic type of the beginning. What are these types? The topic of a paragraph is the subject's idea, or a topic sentence. The topic of the paragraph is an idea or action and sentence. The class and subordinate.

The purpose of these sentences is to give the reader a clear

idea of the topic sentence.



### Recognizing Topic Sentences

Read each of the following paragraphs completely through to get the meaning. Then identify the Topic-First Paragraph and the Topic-Last Paragraph by underlining the topic sentence and copying it at the end of each drill.

#### Drill One

"Next" has a variety of meanings. To the small child sitting in the waiting room of a dentist's office that word means that his hour of torture has come. How different the customer in a crowded store feels when the "next" is meant for her. Generally she leaves a great sigh of relief. In the classroom that monosyllable always causes the pupil who is unprepared to have inward qualms. When the same pupil, however, is playing a game, "next" carries momentary joy with it. To the boy who is seeking a position, "next" may have either of two meanings. To the fellow who has already been interviewed the word sounds cruel and unreasonable, for it means that he has failed to "land the job." But if he is next to be interviewed, his hopes rise, and his heart goes pitapat. What pictures are called up by the word "Next"!

From English in Action

by Tressler

The topic sentence is:

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### Drill Two

Men who dive for pearls are afraid of the ground shark, one of the worst terrors of the sea. To protect themselves from him, they carry sharp knives between their teeth, ready for an instant service. Another enemy is pneumonia which causes the death of many men who dive below forty feet. Deep divers also are subject to a form of permanent paralysis called "bends". Most old divers have grown deaf from the tremendous pressure on the ears. On the whole, pearl diving is a profession filled with dangers.

#### From Making Sense

by Salisbury and Leonard

The topic sentence is: \_\_\_\_\_

\_\_\_\_\_

### Drill Three

The character of the police dog is complex. My best pal is one of these half-wild creatures, and from constant companionship, I have discovered that he really has a dual personality. At night he slinks down along with the stealthy tread of the wolf, nostrils quivering as he follows an imaginary scent and eyes gleaming like two phosphorus lights through the darkness. The ingrown fear of the unknown shows in the strained poise of his body or the suspicious turn of his head. But with the coming of daylight all the eerie illusions that are the companions of darkness vanish, and the police dog becomes a domesticated animal relying on man for the very substance of life. Gone is the





cowardly and suspicious wolf, and in his place stands the dog,  
loyal-hearted and true!

The topic sentence is: \_\_\_\_\_

\_\_\_\_\_

Read the following selection carefully. After reading it go back and underline the one sentence in each paragraph that tells most clearly what the paragraph is about.

#### Drill Four

##### A Red Letter Day With General Grant

The Fifth Avenue Hotel, in those days the stopping place of the majority of famous men and women visiting New York, represented to the young boy who came to see these celebrities, the very height of wealth. Often while waiting to be received by some dignitary, he wondered how he could acquire enough money to live at a place of such luxury. The main dining room, to the boy's mind, was an object of special interest. He would purposely sneak upstairs and sit on one of the soft sofas in the foyer simply to see the well-dressed diners go in and come out. Edward would speculate on whether the time would ever come when he could dine in that wonderful room just once.

One evening he called, after the close of business, upon General and Mrs. Grant, whom he had met before, and who had expressed a desire to see his collection of letters from distinguished people. It can readily be imagined what a red-letter day it made in the boy's life to have General Grant say, "It might be better for us all to go

University of California, Berkeley  
Department of Psychology  
Psychology 101

Psychology 101 is a course that covers the basic principles of psychology. It is a required course for all psychology majors and is also a popular course for non-majors. The course is taught by Professor [Name] and is held in the Psychology Building.

Psychology 101: Introduction to Psychology

The course is designed to provide students with a comprehensive understanding of the field of psychology. It covers a wide range of topics, including the history of psychology, the scientific method, and the various subfields of psychology. Students will learn about the biological, cognitive, and social bases of behavior, as well as the applications of psychology in areas such as education, health, and industry. The course is structured to be both informative and engaging, with a mix of lectures, readings, and activities. Students are encouraged to participate actively in class and to explore the field of psychology further through independent study and research. The course is a great starting point for anyone interested in psychology and is a valuable asset to any student's education.

Psychology 101



down to dinner first and see the collection afterwards." Edward had purposely killed time between five and seven o'clock, thinking that the General's dinner hour, like his own was six. He had allowed an hour for the General to eat his dinner, only to find that he was still to begin it. The boy could hardly believe his ears, and unable to find his voice, he failed to apologize for his modest suit.

As in a dream he went down in the elevator with his host and hostess; and when the party of three faced toward the dining-room entrance, so familiar to the boy, he felt as if his legs must give way under him. There have since been red-letter days in Edward Bok's life, but the moment that still stands out pre-eminent is that when two colored head waiters at the dining-room entrance bowed low and escorted the party to the table. At last he was in that elegant dining hall. The entire room took on the picture of one great eye, and that eye centered on the party of three - as, in fact, it **naturally** would. But Edward Bok felt that the eye was on him, wondering why he should be there.

What he ate and what he said he does not recall. General Grant, not a fluent talker himself, gently drew the boy out, and Mrs. Grant seconded him, until toward the close of the dinner, he heard himself talking. He remembers that he heard his voice, but what that voice said is all dim to him. One act stamped itself on his mind. The dinner ended with a wonderful dish of nuts and raisins, and just before the party rose from the table, Mrs.





Grant asked the waiter to bring her a paper bag. Into this she emptied the whole dish, and at the close of the evening, she gave it to Edward "to eat on the way home." It was a wonderful evening afterward upstairs, General Grant smoking a cigar and telling stories as he read the letters of different celebrities. \*

\* Edward Bok

From "The Americanization of Edward Bok"

The Topic sentence is: \_\_\_\_\_  
\_\_\_\_\_

The purpose of these exercises is to find the meaning of the paragraph through the topic sentence and to develop a topic about the sentence.

### What is This Paragraph About?

In each of the following paragraphs find a topic sentence which tells what the paragraph is about, and underline it. Then on the dotted line above the paragraph, write a topic which tells what the sentence is about. Begin the first word of the topic with a capital letter, but do not place a period after the topic.

### Drill One

1. \_\_\_\_\_

How much of our language do dogs understand? Perhaps a good deal more than we generally imagine. In learning a foreign language, a person arrives at a stage where most of what the

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foreign people say is broadly intelligible to him, and yet he cannot express himself. Very young children understand a great deal before they are able to express themselves in words. Even horses - and horses are incomparably less intelligent than dogs - understand a complete vocabulary of orders. May not a dog of ability enter to some extent into the meaning of spoken language, even though he may never be able to use it?

From English in Action

by Tressler

### Drill Two

2. \_\_\_\_\_

The Cretans knew how to write. When they first began, they used picture writing, that is they drew a picture to represent a word. When the Cretans became a great people, and business flourished, the business men probably found the picture writing too slow for their transactions so they invented a system of signs. Each sign stood for a letter. We believe that the Phoenicians learned to write this system in a simpler way, and that it later became our alphabet.\*

\*From Ancient History

by Hayes and Moon

foreign people say is probably intelligible to him, and yet he cannot express himself. Very young children understand a great deal before they are able to express themselves in words. Even horses - and horses are inconspicuously less intelligent than dogs - understand a complete vocabulary of orders. May not a dog of ability enter to some extent into the meaning of spoken language, even though he may never be able to use it?

#### From English in Action

by Trevelyan

#### Part Two

2. The Greeks knew how to write. When they first began, they used picture writing, that is they drew a picture to represent a word. When the Greeks became a great people, and business flourished, the business men probably found the picture writing too slow for their transactions so they invented a system of signs. Each sign stood for a letter. He believes that the Phoenicians learned to write this system in a simpler way, and that it later became our alphabet.\*

#### \*From Ancient History

by Hayes and Moon



### Drill Three

3. \_\_\_\_\_

Zeus, the sky god, ruled over heaven and earth. He was the greatest and the most powerful of all the gods. It was he who watched over mortals and punished those who did wrong, sending thunderbolts and lightning to the earth when he was angry. He helped all who were in trouble, too, and he guarded strangers and beggars. To Kings he granted special favors because of their important positions. In the court yard of every Greek home was found an altar to Zeus, for it was he who gave protection to the family. \*

\* From Modern Times and the Living Past

by Henry W. Elson

### Drill Four

4. \_\_\_\_\_

People sometimes speak of a man as an "Old Roman". What do they mean? They mean that in character such a man is like the Romans of early days. An "Old Roman" was somewhat like a Spartan in character. He lived plainly and simply, and did not care for luxury. He hardened his children and made them strong. In the winter he carried these little people to a stream, where he dipped them in the cold icy water. An "Old Roman" was stern and harsh. He worshipped the gods and obeyed the law. He thought that honesty was the greatest of virtues. He was completely trustworthy.

### Drill Three

3. Jesus, the only God, ruled over heaven and earth. He was the greatest and the most powerful of all the gods. It was He who watched over mortals and punished those who did wrong, sending thunderbolts and lightning as the signs when He was angry. He helped all who were in trouble, too, and He granted prayers and prayers. To Kings He granted special favors because of their important positions. In the world yard of every Greek home was found an altar to Zeus, for He was he who gave protection to the family. \*

\* From *History of the World* and the *History of the World*

by Henry W. Henson

### Drill Four

4. People sometimes speak of a man as an "Old Roman". What do they mean? They mean that in character such a man is like the Romans of early days. An "Old Roman" was someone like a soldier in character. He lived plainly and simply, and did not care for luxury. He abandoned his children and made them strong. In the winter he carried these little people to a place, where he lived them in the cold dry water. An "Old Roman" was stern and harsh. He worshipped the gods and obeyed the law. He thought that honesty was the greatest of virtues. He was completely trustworthy.



Above everything else an "Old Roman" was patriotic. He believed every man owed strict obedience to the state. He would bear terrible hardships or die for his country cheerfully. He would sacrifice his son or any member of his family without complaint to help Rome.

Drill Five (Cause and Effect)

5. Thrift in times of plenty is sensible. Often people who are living comfortably and sometimes even in wealth forget during their period of prosperity that a period of adversity is sure to come. They are like the small boy who thinks that the sun will continue to shine and that therefore he doesn't need to own an umbrella. These persons proceed to buy luxuries which they cannot afford and to indulge in pleasures beyond their means. Glib salesmen, enticing advertisements, and the small payment down system aid them in their folly. Finally, however, a cloud hides the sun of prosperity, the rain begins to fall, and since they lack the umbrella called savings, they find themselves drenched, with their feet standing in the puddle of want. Thus we see thoughtlessness in good times as one cause of poverty.

From English in Action  
By Tressler

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every man owed absolute obedience to the state. He would bear  
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sacrifice his son or any member of his family without hesitating  
to help Rome.

Will have (Lance and Elford)

Twice in times of plenty is terrible. Often people who are  
living comfortably and sometimes even in wealth forget during their  
period of prosperity that a period of adversity is sure to come.  
They are like the small boy who thinks that the sun will continue  
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and to indulge in pleasures beyond their means. With seasons  
ending advertisements, and the small boy's now wasted old  
toes in their folly. Finally, however, a cloud comes the sun of  
prosperity, the rain begins to fall, and those who have the  
umbrella called savings, they find themselves shivering, with their  
feet standing in the puddle of want. Thus we see shortsightedness  
in good times as one cause of poverty.

From English in Action

By Treasurer



Drill Six (Comparison and Contrast)

6. \_\_\_\_\_

Switzerland and Holland are the backgrounds of two fascinating stories about children. Heidi is an old story of the life of a little girl who lives in the Swiss Alps. Jan and Betje is a short tale of two children who have their home on a barge which sails the canals of Holland. Heidi opens with a sunrise on the mountains while Jan and Betje starts with a sunrise on the canal. Holland, as everyone knows, is low, flat land with countless waterways, cutting in every direction. Switzerland, on the contrary, is high, mountainous country. Many people of Holland live in tiny houses, in windmills, or, as in Jan and Betje, on boats. The boats are large and flat and sail the canals all summer long. When winter comes, however, and the canals are frozen over, the family must live on land. In Switzerland many country people live in small, pine long cabins and in summer drive their goats up the mountain every day to graze. The two stories have delightful, but very different backgrounds. (1)

Drill Seven

(Reason)

7. \_\_\_\_\_

My dog, Peggy, is most unusual. As playthings she uses nails, bolts, and tennis balls. She sleeps in an old clothes basket, which no one dares to touch. Peggy will not eat her meals unless they are cut up and served on a plate. When she wants

Bill Nye (Comparison and Contrast)

6.

Switzerland and Holland are the backgrounds of two fascinating stories about children. Heidi is an old story of the life of a little girl who lives in the Swiss Alps. Jan and Patsy is a short tale of two children who have their home on a large white estate the castle of Holland. Heidi opens with a chapter on the mountains while Jan and Patsy starts with a chapter on the castle. Holland, as everyone knows, is low, flat land with countless waterways, cutting in every direction. Switzerland, on the contrary, is high, mountainous country. Many people of Holland live in tiny houses, in windmills, or, as in Jan and Patsy, on boats. The boats are large and flat and sail the canals all summer long. When winter comes, however, and the canals are frozen over, the family must live on land. In Switzerland many country people live in small, pine long cabins and in summer drive their goats up the mountains every day to graze. The two stories have different, but very different backgrounds.

(1)

Bill Nye (Reasons)

7.

My dog, Peggy, is most unusual. At first things she uses nails, bones, and tennis balls. She always in an old clothes basket, which no one dares to touch. Peggy will not eat her meals unless they are cut up and served on a plate. When she wants



something to eat, she has a way of putting out her tongue, and she begs very prettily to win strangers' hearts and their cake. Peggy is just a common dog, but, oh, how temperamental! (2)

Exercises from the lesson by (1-2) From English in Action (Pupil)

on the black board. The pupils at the by Tressler

exercise.

1. \_\_\_\_\_ Tingles
2. \_\_\_\_\_ She has a good way of begging
3. \_\_\_\_\_ She is a great beggar
4. \_\_\_\_\_ Begging can be prevented by making the patient first feel ill
5. \_\_\_\_\_ A good Mexican habit
6. \_\_\_\_\_ Mexicans have a habit of begging
7. \_\_\_\_\_ To make a finer wine, add salt
8. \_\_\_\_\_ To make a finer wine
9. \_\_\_\_\_ How can you get the planning and doing the work
10. \_\_\_\_\_ Let the government supply material to the working farmers
11. \_\_\_\_\_ Reporting the state of one's affairs
12. \_\_\_\_\_ Most people receive their education in a secret
13. \_\_\_\_\_ There are books on how to make things to do
14. \_\_\_\_\_ So much from Italian
15. \_\_\_\_\_ Mutual respect is improved among Italians
16. \_\_\_\_\_ Mutual respect among Italians
17. \_\_\_\_\_ The American people are eager for news
18. \_\_\_\_\_ Talk of the future

something to eat, she has a way of putting out her tongue, and she

begs very prettily to win strangers' hearts and hands. Jerry

is just a common dog, but, oh, how temperamental! (2)

(1-2) From English in action (twice)

by Trassler



## Topics and Sentences

### Drill One

Read the following 25 expressions carefully, and separate the sentences from the topics by making S for sentence and T for topic on the blank lines. Put periods at the ends of expressions that are sentences.

1. \_\_\_\_\_ Singing
2. \_\_\_\_\_ She has a great love of singing
3. \_\_\_\_\_ How to prevent grippe
4. \_\_\_\_\_ Grippe may be prevented by calling a doctor when the patient first feels ill
5. \_\_\_\_\_ A good Mexican habit
6. \_\_\_\_\_ Mexicans have a habit of singing
7. \_\_\_\_\_ To make a floor shine, use wax
8. \_\_\_\_\_ How to make a floor shine
9. \_\_\_\_\_ How the Post War planning can serve the nation
10. \_\_\_\_\_ Let the government supply education to the returning veterans
11. \_\_\_\_\_ Expecting too much of one's friend
12. \_\_\_\_\_ Most people expect their friends to be tolerant
13. \_\_\_\_\_ Those two weeks en route from Iceland drove me frantic
14. \_\_\_\_\_ En route from Iceland
15. \_\_\_\_\_ Musical talent is widespread among Italians
16. \_\_\_\_\_ Musical talent among Italians
17. \_\_\_\_\_ The American people are eager for peace
18. \_\_\_\_\_ Tale of Two Cities

Topics and Sentences

Drill One

Read the following 25 expressions carefully, and separate the sentences from the topics by marking the sentence and 1 for topic on the blank lines. Put periods at the ends of expressions that are sentences.

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7. \_\_\_\_\_ To make a floor shine, use wax
8. \_\_\_\_\_ How to make a floor shine
9. \_\_\_\_\_ How the feet for dancing can have the motion
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veterans
11. \_\_\_\_\_ Expecting too much of one's child
12. \_\_\_\_\_ Most people expect their children to be brilliant
13. \_\_\_\_\_ Those two weeks on rocky New Iceland prove an  
eventful
14. \_\_\_\_\_ The route from Iceland
15. \_\_\_\_\_ Musical talent is widespread among Icelanders
16. \_\_\_\_\_ Musical talent among Icelanders
17. \_\_\_\_\_ The American people are eager for news
18. \_\_\_\_\_ Title of Two Cities



19. \_\_\_\_\_ The truth about Russia
20. \_\_\_\_\_ Drilling for soldiers is monotonous
21. \_\_\_\_\_ The dream of a soldier
22. \_\_\_\_\_ Bombing cities is dangerous work
23. \_\_\_\_\_ Bombings over Germany
24. \_\_\_\_\_ The courage of soldiers
25. \_\_\_\_\_ American soldiers are heroic

12.	The truth about Berlin
13.	Drilling for soldiers in London
14.	The death of a soldier
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17.	The courage of soldiers
18.	American soldiers are heroes



## Getting the Main Idea Through Use of the Fable

### Drill One

(The Moral of the Fable)

The lesson or point which a fable teaches is called a "moral."

Can you get the moral of a fable without having it explained to you?

Below is a list of morals from fables. Following it is a list of Aesop's fables. You are to find in the list the moral for each of the fables. After each selection designate your answer by the letter of the moral which best expresses the lesson of that fable.

- A. Gratitude and greed do not go together
- B. Clumsy jesting is no joke
- \* C. We often give our enemies the means for our own destruction
- D. A liar will not be believed, even when he speaks the truth.
- \* E. If you yield to all, you have nothing to yield.
- \* F. Fine feathers do not make fine birds.
- G. Do not trust flatterers
- H. Destroy the seed of evil, or it will destroy you.
- \* I. Be careful, or you will lose what you have by grabbing for more
- J. One bird does not need all the talents
- K. There is always some one worse off than yourself
- L. We should often be sorry, if all our wishes be granted
- M. Better no rule than cruel rule. (1)

### I. The Eagle and The Arrow

An eagle was soaring upward through the air. Suddenly he heard the whiz of an arrow and felt a fearful pain in his side.

Getting the Main Idea Through Use of the Fable

(The Moral of the Fable) Drill One

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- F. Fine feathers do not make fine birds.
- G. Do not trust flatterers.
- H. Destroy the seed of evil, or it will destroy you.
- I. Be careful, or you will lose what you have by gambling for more.
- J. One bird does not need all the fowls.
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1. The Eagle and the Arrow

An eagle was soaring upward through the air. Suddenly he  
heard the whiz of an arrow and felt a fearful pain in his side.



Slowly the stricken bird fluttered to the earth. It was mortally wounded. From its body the life blood was pouring, for its heart had been pierced by the arrow. The eagle looked at the weapon in its side and saw that it had been feathered by one of its own plumes. "Alas!" the bird cried as it died, "(Supply the moral)"<sup>(2)</sup>

---

The best answer for One is \_\_\_\_\_.

### II. The Peacock and Juno

A peacock once asked the goddess Juno to grant him a big request. In addition to his other attractions, he desired the voice of the nightingale. Juno refused to give the vain bird this talent; so the greedy peacock continued to plead that his wish be granted, claiming to be Juno's favorite bird. Juno reminded him that \_\_\_\_\_ (supply the moral) <sup>(3)</sup>.

The best answer for Two is \_\_\_\_\_.

### III. The Man and His Two Wives

In the old days when men often had more than one wife, a middle-aged man had two wives. One of these was very young, and the other, very old. The man's hair was turning gray, and this made him look too old for his young wife; so every night she used to comb his hair and pluck out the white ones. The elder wife saw her husband growing gray and was delighted, because she did not like to be mistaken for his mother. Every morning she would

slowly the broken bird fluttered to the earth. It was mortally wounded. From its body the life blood was pouring. For its death had been planned by the hawk. The eagle looked at the wound in its side and saw that it had been lacerated by one of its own fingers. "Alas!" the bird cried as it died, "(suppose the hawk)"

The best answer for One is \_\_\_\_\_

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The best answer for Two is \_\_\_\_\_

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arrange his hair and pluck out as many of the black ones as she could. Soon the man found himself entirely bald. He learned that (supply the moral)<sup>(4)</sup> \_\_\_\_\_.

The best answer for Three is \_\_\_\_\_.

#### IV. The Proud Blue Jay

A saucy young jay ventured into an enclosed yard where gorgeous peacocks used to walk, and found there a number of feathers which had fallen from the proud peacocks when they were moulting. The foolish jay tied them to his tail, and spreading his little wings, strutted toward the larger birds. When he came near them, they soon discovered the cheat, pecked at him, and plucked away his borrowed plumes. The poor jay could do no better than go back to his more sensible brothers, who had watched his silly behavior from a distance. They were as annoyed with him as the beautiful larger birds had been. They told him that (supply the moral)<sup>(5)</sup> \_\_\_\_\_.

The best answer for Four is \_\_\_\_\_.

(1-2-3-4-5)

From You and Your Reading

by Stovall

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(a) (apply the moral)

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(1-2-3-4-5)  
From You and Your Reading

by Stevelli



## USING TYPE SIGNALS TO GET THE POINT

To help one get the author's thought, editors and printers make use of various kinds of type as signals, placed conspicuously throughout the pages of the book. Four kinds of such type signals are particularly helpful. (1) large type for chapter headings, (2) capitals for center heads, (3) bold-faced type (L I K E T H I S), and (4) italic type, the last two being used for either paragraph topics or significant words and phrases. These type signals serve three purposes: first, to help the reader decide whether the book contains the subject-matter that he wants to read; second, to enable him to keep plainly in view the steps in the development of the composition; and third, to make rapid and efficient review possible.

### A. Chapter Headings

Chapter headings give one a hint of what is coming next. Chapter headings are found useful in the Table of Contents.

### B. Center-Heads

Within the chapter important subdivisions are sometimes set off clearly by center-heads, topics printed midway between the margins of the page at the beginning of some new part of the composition. Center-heads are usually lettered with A, B, C, and D. They help one to see the organization of a block of work at a glance.

After each center-head will be one or more paragraphs discussing the topic. Each of these paragraphs will have its own topic, but all of these paragraph topics taken together will be

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subtopics explaining the center-heads.

The printing of the center-heads in books of information is a great help to the student who is looking for something in particular and does not wish to read the whole book. By glancing through the center-heads, he can readily find those paragraphs that discuss his topic.

### C. Bold-Faced Topics

Bold-faced type is used frequently for a heading that expresses in a few words the topic of a paragraph or a series of paragraphs.

### D. Italics

The italic type is an aid to finding important points. Either italic or bold-faced type may be used for significant paragraph topics. Bold-faced type may be used to show the main topic of a paragraph, and italic type to show the sub-topics within the paragraph.

The purpose of these exercises is to enable you to get the point of a paragraph through the use of type signals.

### Type Signals

How well can you take hints from type signals. In the space at the end of the selection, give the central thought with supporting details, letting the type signals act as guides to the topics. A printed skeleton outline will help you. Italic type is designated by a straight line while bold-faced topics will have a broken line.

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### Drill One

#### Foods Needed by the Human Body

Along with the knowledge of how to raise plants and animals has come an increased knowledge of the kind of food which the human body needs. It has been found that a proper food supply must furnish several kinds of materials to the body. Proteins, contained in such foods as peas, beans, eggs, and lean meat, are required to build and repair the body. Carbohydrates, which include starch and sugar, and which are present in many vegetables and in grains, must be eaten in order to supply the energy which keeps us warm and enables us to move. Fats, found in vegetable oils, butter, milk, and meats, are also needed for furnishing energy, and may be stored in the body for future use. Minerals are important as builders of bone and other parts of the body, such as the blood. Water is also essential, and is obtained in foods as well as in natural form. Recent investigations have also shown that certain foods, such as butter, beef, eggs, milk, and apples, contain materials called vitamins, which are necessary for body health. A knowledge of the uses of these various food substances and of the correct proportion of each in our daily menu is necessary to everyone who wishes to provide his body with the kind of and amount of food which will keep it in a healthy condition.

- |             |          |
|-------------|----------|
| I. A. _____ | D. _____ |
| B. _____    | E. _____ |
| C. _____    | F. _____ |

## Build One

### Food Needed by the Human Body

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- |       |       |    |       |
|-------|-------|----|-------|
| I. A. | _____ | D. | _____ |
| F.    | _____ | E. | _____ |
| G.    | _____ | F. | _____ |



## Drill Two

### Four Types of Simple Machines

The most commonly used machines are found in your body.

Imagine your arm lifting a bucket. The muscle contracts and pulls up on the forearm, while the elbow does not move. The result is that the hand and the weight are lifted. Such a simple machine is called a lever.

A second kind of simple machine is the pulley, which makes it possible for a man to pull in one direction and move a weight in the opposite direction. The force necessary is a little greater than the weight, because of the friction of the pulley.

A third type of machine makes use of a centrifugal force. Thus the stone in a sling has great force when the sling is whirled rapidly. The cream separator makes use of this force, caused by turning the crank. Water is pumped by centrifugal pumps in a similar way. Such a machine is called a centrifugal machine.

The fourth example of a simple machine is the plank with which a man is able to raise a heavy barrel into a wagon. Without the plank the man couldn't lift the barrel. With the machine he is able to roll the heavy object up the plank and place it in the wagon. The force in pounds necessary to push it along the inclined plank is far less than the weight of the barrel. This kind of machine is called an inclined plane.

I. A. \_\_\_\_\_

C. \_\_\_\_\_

B. \_\_\_\_\_

D. \_\_\_\_\_

## Unit Two

### Four Types of Simple Machines

The most commonly used machines are found in your body.

Imagine your arm lifting a weight. The muscle contracts and pulls up on the forearm, while the elbow does not move. The result is that the hand and the weight are lifted. Such a simple machine is called a lever.

A second kind of simple machine is the pulley, which makes it possible for a man to pull in one direction and move a weight in the opposite direction. The force necessary is a little greater than the weight, because of the friction of the pulley. A third type of machine makes use of a centrifugal force.

Thus the atom is a sling and great force when the sling is whirled rapidly. The cream separator makes use of this force, caused by turning the cream. Water is pumped by centrifugal pumps in a similar way. Such a machine is called a centrifugal machine.

The fourth example of a simple machine is the inclined plane. which a man is able to raise a heavy barrel into a wagon. Without the plane the man couldn't lift the barrel. With the machine he is able to roll the heavy object up the plane and place it in the wagon. The force is pounds necessary to push it along the inclined plane is far less than the weight of the barrel. This kind of machine is called an inclined plane.

- |          |          |
|----------|----------|
| I. _____ | A. _____ |
| B. _____ | C. _____ |



B L O C K     T H R E E

SECRET THESE

WATER TOWER AND SUBSTATION



### IMPORTANT DETAILS

Did you ever stop to think how important little things are? Take baking powder, for example. Now baking powder is a very small item in a biscuit recipe - but what a difference in the biscuits if you leave the baking powder out! Or take spark plugs. A spark plug is only a small part of an automobile engine. But just let one little spark plug go bad, and the engine begins to buck and jump. Or take a minute. A minute isn't a very long time. But if your train leaves at ten minutes after seven and you arrive at eleven after, that one little minute is very important indeed!

Everywhere in life little things are important. They are just as important in reading as they are anywhere else. In reading we call these important little things the "details." Probably you have noticed that main-idea statements (such as headlines) left out a great deal that was important and interesting. In other words, main ideas leave out the "little things," the details. Nevertheless, details are necessary. Main ideas and details are like Siamese twins. If you have the one, you just naturally have to have the other, too. You, as a good reader, will need to find and remember both details and main ideas.

Being able to find both details and main ideas will help you as a reader in two ways. (1) It will improve your understanding of what you read. (2) It will increase your pleasure in reading. You'll like reading better if you know how to get the fun out of details.

Let's take an example. Suppose you read a main-idea headline like this one: Houseflies an expensive menace in motion picture industry.

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Let's take an example. Suppose you read a main-idea headline like this one: Houstonian an expansive man in motion picture industry.



After you have finished reading that main-idea headline, do you feel satisfied? Of course you don't. You have a feeling that something is missing. You ask, "Why are flies a menace? What do they do? How much do they cost the motion picture industry?"

Now to answer all these questions buzzing around in your mind, you will have to read the paragraph itself for the "details." After you have read them, you'll understand the main idea better.

Surprising as it seems, flies - just common ordinary house-flies - cost the movies thousands of dollars every year. One director estimated that flies cost the movies from \$4,000 to \$10,000 a day! How can flies do so much damage, you wonder? The answer is that they spoil pictures and sound effects. They have a maddening way of lighting right on a camera lens. And when they do, they get themselves filmed as huge sprawling blots. Or they light on an actor's nose just as he is posing for an important close-up, and the whole scene has to be shot over again. If a fly buzzes near a microphone, the sound effects will be ruined. Microphones pick up the tiniest sound and make it much larger. For example, two flies buzzing near a microphone would make a sound like the roaring of a cannon on a battlefield. Hence, movie workers must be always on the watch for flies. There are, in fact, men in Hollywood who have full-time jobs just catching flies on the lots!

After you have finished reading that main-idea headline, do you feel satisfied? Of course you don't. You have a feeling that something is missing. You ask, "Why are Liss a mess? What do they do? How much do they cost the motion picture industry?"

Now to answer all these questions missing around in your mind, you will have to read the paragraph itself for the "details." After you have read them, you'll understand the main idea better.

Surprising as it seems, Liss - just common ordinary house-  
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 workers must be always on the watch for Liss. There are, in  
 fact, men in Hollywood who have full-time jobs just catching  
 Liss on the lot!



Now, let's read again the main-idea headline: Houseflies An Expensive Menace In Motion Picture Industry. It has more meaning for you now, hasn't it? Why? Because you know the details that give it more meaning.

From Flying the Printways

by Carol Hovious

100, 100's and again the same idea for 100's: 100's 100's

100's 100's 100's 100's 100's 100's 100's 100's 100's 100's

100's 100's 100's 100's 100's 100's 100's 100's 100's 100's

100's 100's

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### MAIN TOPICS AND SUBTOPICS

In any piece of reading matter, the author has organized his ideas so that they will express his thoughts about something. Our job is to read what he has written so as to get an accurate picture of his ideas in just the order he has given them. What did he consider important? What helping ideas did he use to explain the important points? These two questions lead us to the selection of main topics and sub topics.

Consider what a puzzling thing a book would be if its author wrote out his ideas just as they came into his head, without organization or orderly arrangement of topics! We read much faster if the writer has a plan and follows it. Sometimes a writer will make a clear statement of his plan right in the beginning, as in this case!

"I am going to tell you something about the life of the Eskimos who live near Hudson Bay, of their ice-blocked homes, of the food they eat, and of their occupations. I shall begin with a description of an igloo, as I first saw it."

From this statement it is clear that the writer is going to tell about the life of the Hudson Bay Eskimos, and that in explaining their life, he will describe their homes, their food, and their occupations. Usually you have to pick out the topics as you read along through the article, because a one-sentence statement of the author's plan is not very common. However, you must find the topics, for you don't really know what a writer or speaker has said until you have discovered the topics and their arrangement.

In your reading you will find important and less important ideas.

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"I am going to tell you something about the life of the Eskimos who live near Hudson Bay, of Canada. I shall begin with a description of their life, and of their occupations. I shall begin with a description of their life, as I first saw it."

From this statement it is clear that the writer is going to tell about the life of the Eskimos who live near Hudson Bay, and that in explaining their life, he will describe their homes, their food, and their occupations. Usually you have to pick out the topics as you read along through the article, because a one-sentence statement of the author's plan is not very common. However, you must find the topics, for you don't really know what a writer or speaker has said until you have discovered the topics and their arrangement.

In your reading you will find important and less important ideas.



The important ideas we call main topics. The less important, or helping ideas we call sub topics. The main topic names the general idea; the sub topics list the details that explain or illustrate it. The main topic, of course, has more meaning than any of its sub topics.

The purpose of these exercises is to help you to find the central thought (the main topic) and the details (sub topics) in a paragraph.

Directions: At the end of each paragraph is an exercise for you to complete. When you have read a paragraph and have finished the exercise to the best of your ability, go to the next paragraph. A sample paragraph follows: Notice that each sentence in the sample paragraph has a letter before it. Ignore these letters while reading. You will use them when you are completing the answers. First, we shall read the paragraph, and then we shall answer the questions below it.

#### Sample Paragraph

A. Canada's fishing industry is one of its most valuable sources of income. B. More than sixty percent of the annual catch is exported to the United States. C. The output of Canada's fur farms also is among the most valuable in the world. D. Nearly fifty percent of the pelts of these animals are sold in the United States.

The main two ideas that one should remember after reading the preceding paragraph are -

1. Why Canada has so many fish
2. What two of Canada's important industries are



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The main two ideas that one should remember after reading the

preceding paragraph are -

1. Why Canada has so many fish
2. What two of Canada's important industries are

3. What the fur trade of the United States is
4. What several valuable industries of Canada are
5. The percentage of fish and furs exported by Canada to U.S.
6. Why fur trading should flourish in Canada

Write the numbers of the two main ideas on the lines in the margin.

2

5

Write the numbers of the two sentences in the paragraph which name two valuable industries of Canada.

A

C

### Drill One

Directions: Do the following paragraphs as you did the sample one.

- A. Early in Washington's administration Congress levied an excise tax, that is, a tax upon articles manufactured in our own country. B. But the excise tax upon whisky was the one that was most bitterly resented. C. Many frontier farmers living beyond the Alleghany Mountains in Pennsylvania found it impossible to transport and to sell profitably their many wagon loads of grain to eastern coastal markets, because of inadequate transportation facilities. D. They found it cheaper and more feasible for marketing to make whisky from these cereals and to haul their liquor to the seaboard markets. E. They insisted that the Federal government had no right to levy this excise tax since its payment defeated their efforts

3. What the products of the United States are
4. What several valuable industries of Canada are
5. The percentage of fish and furs exported by Canada to U.S.
6. Why fur trading should flourish in Canada

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  - C. They found it cheaper and more feasible for marketing to make whisky from these cereals and to haul their liquor to the seaboard markets. They insisted that the Federal Government had no right to levy this excise tax since its payment deflected their efforts



to make even a bare living for their families.

The main idea developed in the preceding paragraph is -

- (1) Reason for the passage of the excise tax law by Congress
- (2) The seriousness of the problem that faced the frontiersmen
- (3) The inadequacy of transportation facilities
- (4) The tax on whisky

Ans. \_\_\_\_\_

Find the sentence which most forcibly presents the argument of these frontiersmen to the Federal government.

Ans. \_\_\_\_\_

Find the sentence which shows most clearly what a serious problem the frontiersmen of that time faced.

### Drill Two

A. Of the several different kinds of mountain formations and building, possibly one that is simplest to describe is of volcanic origin. B. Usually the mountains which owe their growth to volcanoes are built up slowly from the materials emitted from the crater. C. This material is usually in lava form, and it may be in either a thin or thick condition. D. Thick lava would, of course, result in steep slopes, while thin lava spreads over the surrounding land and produces a mountain of broad, gentle slopes. E. Volcanic mountains are possible only because of a succession of lava flows, which may vary in depth from a few hundred feet to only a few inches at each eruption.

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One should conclude that the main facts in the preceding paragraph are concerned with -

- (1) Ways in which different kinds of mountains are formed
- (2) The part lava plays in forming mountains
- (3) The different forms that mountains take
- (4) The way in which volcanic mountains are formed

Ans. \_\_\_\_\_

Find the sentence which shows that the quality of lava erupted by a volcano varies from time to time.

Ans. \_\_\_\_\_

Find the sentence which explains how a mountain may have steep or broad, gentle slopes.

Ans. \_\_\_\_\_

### Drill Three

The paragraph which follows is taken from a speech made by Daniel Webster to a jury at a murder trial.

Gentlemen, A. This is a most extraordinary murder case. B. In some respects, it has hardly a precedent anywhere; certainly none in our New England history. C. This bloody drama exhibited no suddenly excited, ungovernable rage. D. The actors in it were not surprised by any lion-like temptation springing upon their virtue, and overcoming it before resistance could begin. E. Nor did they do the deed to glut savage vengeance, or satiate long settled and deadly hate. F. It was a cool, calm, calculating money-making



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deadly hate. F. It was a cool, calm, calculating money-making

murder. G. It was all "hire and salary, not revenge." H. It was the weighing of money against life; the counting out of so many pieces of silver against so many pieces of blood.

One should conclude from the preceding paragraph that the murder in this case was by nature

- (1) Cool, hasty in action, greedy
- (2) Impulsive, revengeful and greedy
- (3) Quick in thought and deed but money made
- (4) Deliberate, cool, and greedy for money

Ans. \_\_\_\_\_

Write the letter of the sentence which gives the first hint as to the character of the murderer.

Ans. \_\_\_\_\_

#### Drill Four

A. But why should we talk about reading books when we stand in need of sharper discipline in an age, when the insanity of avarice (greed) has rendered us English incapable of thought.

B. We despise literature for we do not spend as much on our books as we do on our horses. C. How little would the contents of the book shelves in the British Isles bring in comparison with the contents of its wine cellars. D. We despise science, and while we may be foremost in discovery and invention, such scientific work is carried on in spite of the nation by the zeal and money of private people. E. We despise art, and while we have our art

It was all "wine and salary, not revenge." B. It was the weighing of money against life; the counting out of so many pieces of silver against so many pieces of blood.

One should conclude from the preceding paragraph that the murder in this case was by mistake.

- (1) Cool, hasty in action, greedy
- (2) Impulsive, revengeful and greedy
- (3) Quick in thought and deed but money made
- (4) Deliberate, cool, and greedy for money

Ans. \_\_\_\_\_  
Write the letter of the sentence which gives the best hint as to the character of the murderer.  
Ans. \_\_\_\_\_

### Bill Town

- A. But why should we talk about reading books when we stand in need of sharper disciplines in an age, when the intensity of aversion (greed) has rendered us English incapable of thought.
- B. We despise literature for we do not spend as much on our books as we do on our horses.
- C. How little would the contents of the book shelves in the British Isles bring in comparison with the contents of the wine cellars.
- D. We despise science, and while we may be foremost in discovery and invention, such scientific work is carried on in spite of the nation's by the zeal and money of private people.
- E. We despise art, and while we have our art



galleries and art-exhibits, it is all for the sake of the shop.

F. For we would sell canvas (pictures) as well as coal, and priceless crockery as well as iron, so long as we could make a neat profit.

G. We have a despised nature of all the deep and sacred sensations of natural scenery, and we have made race courses of the cathedrals of the earth. H. You have despised compassion

(mercy). I. To do a piece of common Christian righteousness in a plain English word or deed or to make Christian law any rule of life - we know too well what our faith comes to for that.

John Ruskin

One should conclude from the preceding paragraph that the English are greatly interested in

- (1) Cathedrals, art, and science
- (2) Making money, trading and high profits
- (3) Christian enterprises for other nations
- (4) Reading and studying nature

Ans. \_\_\_\_\_

Write a synonym for "cathedrals of the earth."

Ans. \_\_\_\_\_

According to this paragraph the English are said to be lacking in appreciation of several of the finer things of life. How many of these finer things are named: One, two, three, four, five, six, seven?

Ans. \_\_\_\_\_

Fine one sentence which contains one word that the author thinks

Galleries and art-exhibits, it is all for the sake of the shop.  
 F. For we would sell canvas (pictures) as well as coal, and pro-  
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Ans.

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According to this paragraph the English are said to be  
 lacking in appreciation of several of the finer things of life. How  
 many of these finer things are named: one, two, three, four, five,  
 six, seven?

Ans.

Find one sentence which contains one word that the author thinks



is the greatest fault of the English people. Write the word on the line in the margin.

Ans. \_\_\_\_\_

Find the sentence in which Ruskin most strikingly describes the Englishman's relative lack of interest in literature.

Ans. \_\_\_\_\_

Find the sentence which most clearly shows that the author thinks the interest of the English in art is chiefly commercial.

Ans. \_\_\_\_\_

#### Drill Five

A. During the 17th century many Europeans settled along the Atlantic coast. B. Hundreds of them came because they wanted to worship God according to their own religious views. C. in England at that time, the King and the bishop often had people punished unless they worshipped as they were told. D. Some braved the dangers of a new land because they wanted to be free to govern themselves. E. Those who did not belong to a certain political party in Europe were often without civil rights. F. Georgia was settled for a very different reason. G. Poor people in England were often sent to prison because they could not pay their debts. H. The English King wanted to get rid of this debtor class so he deported them to a certain unsettled section in America, which is today the state of Georgia.

The main idea developed in the preceding paragraph is -



is the greatest fault of the English people, which the world on the  
line in the world.

First the sentence in which certain most strikingly described  
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Then the sentence which most clearly shows that the author  
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... The English ... to ... of this ... since  
... to a ... section in America,  
... of ...

The ... is developed in the preceding paragraph is -

- (1) The treatment of the debtor class by the king
- (2) Several reasons for the settlement of America
- (3) Reasons for the English wanting their freedom
- (4) The hardships of the poor people of England

Ans. \_\_\_\_\_

Write the number of the three sentences that tell most clearly why Europeans settled America.

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Drill Six

Directions: Write your answers in the spaced provided. Under Getting Word Meanings, you will write words as answers; under Getting The Facts, you will write A or D as answers. - (A - agrees) (D - disagrees or not included); under the other headings, you will write numbers as answers. Continue with Drill Seven in like manner.

Everybody can see the difference between a ship knocked about by wind and waves and a ship under interior control headed somewhere. That same kind of difference exists between people. In whatever situation some people are, we may be sure that something shoved them there. They go where they are pushed. Heredity, environment, casual circumstances, chance, companionship - something or other knocks them about from one place to another, and life for them is a series of shoves. Such people are not really persons. To be a



- (1) The treatment of the doctor class by the king
- (2) Several reasons for the settlement of America
- (3) Reasons for the English wanting their freedom
- (4) The friendship of the poor people of England

Write the number of the three sentences that tell most clearly why Europeans settled America.

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Drill Six

Directions: Write your answers in the space provided. Under Giving Word Meanings, you will write words as answers; under Giving The Facts, you will write A or B as answers. (A - agree, B - disagree or not included); under the other headings, you will write your own answers. Continue with Drill Seven in like manner.

Everybody can see the difference between a ship knocked about by wind and waves and a ship under inferior control headed somewhere. That same kind of difference exists between people. In whatever situation some people are, we may be sure that something shoved them there. They go where they are pushed. Heredity, environment, general circumstances, chance, companionship - something or other knocked them about from one place to another, and life for them is a series of shoves. Such people are not really persons. To be a



genuine personality is to have a life not so much driven by circumstances from behind as drawn by purpose from before.

In a battle with the Saracens in Spain, the Scots threw the heart of Robert Bruce ahead of them and then with all their might fought toward it. That method of procedure is characteristic of personalities. They can throw ahead of them an ideal, a purpose, a hope, and then fight toward it. As soon as they do that, they cease being merely knocked about. They join the ranks of those whose lives are pulled from before, and they become personalities.

casual - not planned, accidental

characteristic - serving to distinguish one thing from others

companionship - friendship

driven - forced or compelled

environment - conditions or influences under which a person lives

genuine - real

heredity - the qualities that have come to a child from its

parents

interior - inside or within

personality - sum of qualities which make one person different

from another

procedure - method of doing things

Saracens - Mohammedans of the time of the Crusaders

shoved - pushed

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cumstances from behind as drawn by purpose from before.

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heart of Robert Bruce ahead of them and then with all their might

fought toward it. That method of procedure is characteristic of

personalities. They can throw ahead of them an ideal, a purpose,

a hope, and then fight toward it. As soon as they do that, they

cease being merely knocked about. They join the ranks of those

whose lives are pulled from before, and they become personalities.

casual - not planned, accidental

characteristic - serving to distinguish one thing from others

companionship - friendship

driven - forced or compelled

environment - conditions or influences under which a person lives

genuine - real

heredity - the qualities that have come to a child from its

parents

interior - inside or within

personality - sum of qualities which make one person different

from another

procedure - method of doing things

Garçons - Mohammedans of the time of the Crusaders

knock - pushed

### Getting Word Meanings

In the space at the right, write the underlined word, in the preceding drill which means:

- (1) happenings, events, incidents \_\_\_\_\_
- (2) things or events succeeding one another in order \_\_\_\_\_
- (3) set of circumstances, position in which one finds oneself \_\_\_\_\_
- (4) representative, known by special mark or trail, typical \_\_\_\_\_
- (5) true, actual, authentic, not false \_\_\_\_\_
- (6) happening by chance \_\_\_\_\_
- (7) surrounding influences or conditions \_\_\_\_\_
- (8) distinctive or pleasing personal character, individuality \_\_\_\_\_
- (9) fellowship, being with others \_\_\_\_\_
- (10) course of action, manner of proceeding \_\_\_\_\_
- (11) inherited qualities, tendency of children to be like their parents \_\_\_\_\_

### Choosing Best Title

The best title for this selection is \_\_\_\_\_

- (1) Ideals and Purposes
- (2) What Makes a Personality
- (3) Being Shoved Around
- (4) Fighting the Saracens



Testing Word Meanings

In the space at the right, write the underlined word, in the pre-

ceding title which means:

- (1) happenings, events, incidents  
\_\_\_\_\_
- (2) things or events succeeding one  
another in order  
\_\_\_\_\_
- (3) set of circumstances, position in  
which one finds oneself  
\_\_\_\_\_
- (4) representative, known by special  
mark or trail, typical  
\_\_\_\_\_
- (5) true, actual, authentic, not false  
\_\_\_\_\_
- (6) happening by chance  
\_\_\_\_\_
- (7) surrounding influences or conditions  
\_\_\_\_\_
- (8) distinctive or pleasing personal  
character, individuality  
\_\_\_\_\_
- (9) fellowship, being with others  
\_\_\_\_\_
- (10) course of action, manner of  
proceeding  
\_\_\_\_\_
- (11) inherited qualities, tendency of  
children to be like their parents  
\_\_\_\_\_

Choosing Best Title

The best title for this selection is \_\_\_\_\_

- (1) Ideas and Purposes
- (2) What Makes a Personality
- (3) Being Shoved Around
- (4) Fighting the Germans

### Getting the Main Idea

The main idea of this selection is number \_\_\_\_\_.

- (1) Some people go only where they are pushed.
- (2) Everyone can see the difference between personalities.
- (3) The Scots fought the Saracens in Spain.
- (4) The genuine personality is pulled ahead by a purpose.

### Getting the Facts

For your answer write A (agrees), D (disagrees)(or not included)

- (1) The Danes threw the heart of Robert Burns ahead of them. \_\_\_\_\_
- (2) A purpose serves to draw a genuine personality toward it. \_\_\_\_\_
- (3) Persons with weak personalities have very few friends. \_\_\_\_\_
- (4) Three types of people are discussed in this selection. \_\_\_\_\_
- (5) Life for a genuine personality is a series of shoves. \_\_\_\_\_
- (6) Strong personalities go where they are pushed. \_\_\_\_\_
- (7) Strong personalities fight for an ideal. \_\_\_\_\_
- (8) Robert the Bruce was killed in battle. \_\_\_\_\_

From Getting the Meaning, Book I  
by Guiler and Coleman, pp. 56, 57.

### Drill Seven

In many ways the people of Iceland are among the most fortunate in the world. The island is located far north in the Atlantic Ocean, and there are no neighbors with whom to quarrel. Its climate is far

### Getting the Main Idea

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- (1) Some people go only where they are pushed.
- (2) Everyone can see the difference between personalities.
- (3) The Scots fought the Germans in Spain.
- (4) The genuine personality is pulled ahead by a purpose.

### Getting the Facts

For your answer write A (agree), D (disagree), or not included

- (1) The Dances threw the heart of Robert Bruce ahead of them.

- (2) A purpose serves to draw a genuine personality toward it.

- (3) Persons with weak personalities have very few friends.

- (4) Three types of people are discussed in this selection.

- (5) Life for a genuine personality is a series of answers.

- (6) Strong personalities go where they are pushed.

- (7) Strong personalities fight for an ideal.

- (8) Robert the Bruce was killed in battle.

From Getting the Main Idea, Book I  
by Julius and Coleman, pp. 10, 11.

### Drill Seven

In many ways the people of Iceland are among the most fortunate in the world. The island is located far north in the Atlantic Ocean and there are no neighbors with whom to quarrel. Its climate is far



from being severe, and its name might lead one to think. The sun in summer is warm, and large quantities of fruits and vegetables may be grown.

The people of Iceland seemed to have learned to get along with one another beautifully. There is not a single jail in the capital of Reykjavik. Nor is there a police force in normal times because previous to World War II, there have been no serious crimes in forty years. There is, moreover, no unemployment.

Iceland is approximately the size of the state of Kentucky. It is a rocky and treeless island, however, and only one seventh of the land is suited to agriculture. But together with the excellent fisheries, it is enough to keep the people moderately prosperous and contented.

### Vocabulary

contented, satisfied

fisheries - good places to catch many fish

jail - prison, a place where persons guilty of crimes are kept

one-seventh - one part out of every seven

treeless - not having any trees

unemployment - lack of work

### Getting Word Meanings

In the space at the right, write the underlined word from the preceding drill which means:

(1) fitted, agreeable, adapted \_\_\_\_\_ 1.

(2) very good, of the best \_\_\_\_\_ 2.

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in summer is warm, and large quantities of fruits and vegetables  
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### Vocabulary

contented, satisfied  
fisheries - good places to catch many fish  
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one-seventh - one part out of every seven  
treeless - not having any trees  
unemployment - lack of work

### Getting Word Meaning

In the space at the right, write the underlined word from the pre-  
ceding drill which means:

- (1) fitted, agreeable, adapted
- (2) very good, of the best

- (3) amounts \_\_\_\_\_ 3.
- (4) farming, raising crops \_\_\_\_\_ 4.
- (5) luck, good-fortune \_\_\_\_\_ 5.
- (6) in a certain place or spot, placed \_\_\_\_\_ 6.
- (7) to fight with words, dispute \_\_\_\_\_ 7.
- (8) being out of work, being unwilling, idle \_\_\_\_\_ 8.
- (9) pleased, gratified, happy \_\_\_\_\_ 9.

#### Choosing the Best Title

The best title for this selection is Ans. \_\_\_\_\_

- (1) The Size of Iceland
- (2) Iceland's Advantages
- (3) The Location of Iceland
- (4) Fishing and Agriculture in Iceland

#### Getting the Main Idea

The main idea of this selection is that Ans. \_\_\_\_\_

- (1) The size of the country effects its living conditions.
- (2) Prosperous and contented people must have employment.
- (3) People in some places are too quarrelsome to make living conditions pleasant
- (4) The people, climate, and unemployment conditions make Iceland a good place in which to live

#### Getting the Facts

For your answer write A (agrees), D (disagrees or not included)

- (1) Iceland is noted for its many pretty trees \_\_\_\_\_ 1.
- (2) The state of Kentucky is noted for its grape growing \_\_\_\_\_ 2.



- \_\_\_\_\_ (5) amounts  
 \_\_\_\_\_ (6) learning, raising crops  
 \_\_\_\_\_ (5) luck, good-fortune  
 \_\_\_\_\_ (6) in a certain place or spot, placed  
 \_\_\_\_\_ (7) to fight with words, dispute  
 \_\_\_\_\_ (8) being out of work, being unwilling, idle  
 \_\_\_\_\_ (9) pleased, gratified, happy

#### Choosing the best title

\_\_\_\_\_ The best title for this selection is \_\_\_\_\_ and \_\_\_\_\_

- (1) The Size of Iceland  
 (2) Iceland's Advantages  
 (3) The Location of Iceland  
 (4) Fishing and Agriculture in Iceland

#### Getting the main idea

\_\_\_\_\_ The main idea of this selection is \_\_\_\_\_ and \_\_\_\_\_

- (1) The size of the country affects the living conditions.  
 (2) Prosperous and contented people must have employment.  
 (3) People in some places are too quarrelsome to make living

\_\_\_\_\_ conditions pleasant

- (4) The people, climate, and unemployment conditions make

Iceland a good place in which to live

#### Getting the facts

For your answer write A (agree), D (disagree) or not included

- \_\_\_\_\_ (1) Iceland is noted for its many pretty towns

- \_\_\_\_\_ (2) The state of Kentucky is noted for its crops

\_\_\_\_\_ growing

- (3) Iceland is located in the North Atlantic Ocean \_\_\_\_\_ 3.
- (4) About one half of Iceland is suited to farming \_\_\_\_\_ 4.
- (5) Many of Iceland's people cannot find work to do \_\_\_\_\_ 5.
- (6) The Grant Bank fisheries are located near Iceland \_\_\_\_\_ 6.
- (7) Iceland is twice as large as the state of Kentucky. \_\_\_\_\_ 7.
- (8) The climate of Iceland is much more severe than one would think \_\_\_\_\_ 8.

From Getting the Meaning, Book II  
by Guiller and Coleman, pp6,7.

#### Some more Details

Arranging words in alphabetical order is mainly a matter of noticing details. It is easy to arrange words in order according to their first letters. Anyone can tell that apple comes before beet and corn, and that pear belongs before spinach. It is not too difficult to sort words according to their first two letters, - to put alphabet before apple and pear before pepper. But it is more difficult to sort by three letters or even four. Test yourself on the following list to see how quickly you can do it. Rearrange following words on a separate sheet of paper until you have them in the correct alphabetical order. Then copy the correct list on this sheet where it is designated.

#### Drill One

- |            |           |
|------------|-----------|
| (1) growth | (1) _____ |
| (2) guffaw | (2) _____ |
| (3) gross  | (3) _____ |
| (4) gritty | (4) _____ |
| (5) grill  | (5) _____ |

- \_\_\_\_\_ (3) Iceland is located in the North Atlantic Ocean
- \_\_\_\_\_ (4) About one half of Iceland is suited to farming
- \_\_\_\_\_ (5) Many of Iceland's people cannot find work to do
- \_\_\_\_\_ (6) The Great Bank Fisheries are located near Iceland
- \_\_\_\_\_ (7) Iceland is twice as large as the state of New York
- \_\_\_\_\_ (8) The climate of Iceland is much more severe than one would think

From Getting the Message, Book II  
by Gail and Coleman, pp. 7.

### Some more Details

Arranging words in alphabetical order is really a matter of noticing details. It is easy to arrange words in order according to their first letters. Anyone can tell that apple comes before pear and pear before apple. It is not too difficult to sort words according to their first two letters, - to put almonds before apple and pear before paper. But it is more difficult to sort by three letters or even four. Test yourself on the following list to see how quickly you can do it. Arrange following words on a separate sheet of paper until you have them in the correct alphabetical order. Then copy the correct list on this sheet where it is designated.

### Drill One

- |           |                      |
|-----------|----------------------|
| _____ (1) | _____ (1) Growth     |
| _____ (2) | _____ (2) Enthusiasm |
| _____ (3) | _____ (3) Growth     |
| _____ (4) | _____ (4) Enthusiasm |
| _____ (5) | _____ (5) Enthusiasm |



- (6) groan (6) \_\_\_\_\_
- (7) grotto (7) \_\_\_\_\_
- (8) groom (8) \_\_\_\_\_
- (9) grizzly (9) \_\_\_\_\_
- (10) grip (10) \_\_\_\_\_
- (11) ground (11) \_\_\_\_\_
- (12) grunt (12) \_\_\_\_\_
- (13) guard (13) \_\_\_\_\_
- (14) guest (14) \_\_\_\_\_
- (15) grief (15) \_\_\_\_\_
- (16) gripe (16) \_\_\_\_\_
- (17) groin (17) \_\_\_\_\_
- (18) grind (18) \_\_\_\_\_

(8)	(8) Green
(7)	(7) Green
(6)	(6) Green
(5)	(5) Green
(4)	(4) Green
(3)	(3) Green
(2)	(2) Green
(1)	(1) Green
(10)	(10) Green
(11)	(11) Green
(12)	(12) Green
(13)	(13) Green
(14)	(14) Green
(15)	(15) Green
(16)	(16) Green
(17)	(17) Green
(18)	(18) Green

CENTRAL THOUGHT AND SUPPORTING DETAILS

Directions: Below are 6 paragraphs with the central thought of each given. List the details which support each central thought.

First and Last Attack Upon the Greeks by the Persians

I. Immediately after the end of the Ionian revolt Darius began vast preparations for the invasion of Greece. A mighty army was gathered at the Hellespont where Mardonius, son-in-law of the king was in command; and a large fleet was collected. This was to sail along the coast, in constant touch with the army, and furnish it, day by day, with provisions and other supplies. In 492 B.C., these forces set out, advancing along the shores of the Aegean. But the army suffered from constant attacks by the savage Thracian tribes; and finally, as the fleet was rounding the rocky promontory of Mount Athos, a terrible storm dashed it to pieces. With it were wrecked all hopes of success. Mardonius had no choice but to retreat into Asia.

A. Darius began vast preparations and plans for the invasion of Greece.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

II. This failure filled Darius with wrath. Such a check in an expedition against the petty Greek states was wholly unexpected. Mardonius, though an able general, was disgraced, and preparations



CENTRAL TOWN AND SURROUNDING DISTRICTS

Directions: Below are 5 paragraphs with the central thought of each.

Please read the details which appear in each paragraph.

THE TOWN AND THE DISTRICTS

The town is situated at the end of the main road from the sea.

There are many houses and shops in the town.

The district is very fertile and produces much food.

There is a large river which flows through the district.

The people of the district are very friendly and hospitable.

There are many schools and hospitals in the district.

The district is very important for the country.

There are many beautiful places in the district.

The people of the district are very hard working.

There are many interesting things to see in the district.

The district is very rich in natural resources.

There are many beautiful views in the district.

There are many interesting people in the district.

There are many beautiful places in the district.

1.

2.

3.

4.

There are many interesting things to see in the district.

There are many beautiful places in the district.

There are many interesting people in the district.

were begun for a new expedition.

A. Darius was angry over the outcome of the first expedition.

1. \_\_\_\_\_

2. \_\_\_\_\_

III. Although Darius returned to Persia beaten, he did not give up the hope of humbling the Greeks. Slowly and carefully he began to make plans for another expedition. He died before this second expedition could be launched. Xerxes, the successor of Darius, tried to carry on the work that his father had begun. His determination to revenge the defeat of Marathon was as great as his father's had been. In the spring of 480 B.C., the startling news reached Greece that Xerxes had reached the Hellespont with the greatest army and navy that had ever been brought under one man.

A. Xerxes decided to revenge Marathon

1. \_\_\_\_\_

2. \_\_\_\_\_

IV. When the brave Spartans failed to hold the Persians at Thermopylae, the people of Athens knew that nothing could save their beautiful city. After a council of war, it was decided to take the advice of Themistocles and seek safety within the "wooden Walls" of the ship. The Athenians rushed wildly about, gathered together their choicest treasures, and put their women and children into boats that they might be taken to a safer place. This was accomplished none too quickly. The barbarians swept down upon Athens when the boats were barely out of sight of the city. Soon the city was in flames.



were eager for a new expedition.

II. Darius was angry over the outcome of his first expedition.

1.

2.

III. Although Darius returned to Persia beaten, he did not give up the hope of conquering the Greeks. Slowly and carefully he began to make plans for another expedition. He died before this second expedition could be launched. Xerxes, the successor of Darius, decided to carry on the work that his father had begun. His determination to revenge the defeat of Marathon was as great as his father's had been. In the spring of 480 B.C., the startling news reached Greece that Xerxes had reached the Hellespont with his greatest army and navy that had ever been brought under one man.

A. Xerxes decided to revenge Marathon.

1.

2.

IV. When the brave Spartans failed to halt the Persians at Thermopylae, the people of Athens knew that nothing could save their beautiful city. After a council of war, it was decided to take the advice of Themistocles and sail away with the "wooden walls" of the city. The Athenians wished wildly about, gathered together their choicest treasures, and put their women and children into boats that they might be taken to a safer place. This was accomplished none too quickly. The barbarians swept down upon Athens when the fleet was barely out of sight of the city. Soon the city was in flames.



Nothing remained but piles of smoking ruins. The Persians had destroyed the proud city of Athens.

A. The Athenians leave their city and Athens is burned.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

V. In this time of trouble Themistocles was the acknowledged leader of the Greeks. Hoping to meet the Persians in a naval battle at the narrow strait of Salamis before they were fully prepared, he sent a secret messenger urging the Persian general to attack at once. Xerxes believed that the message came from a Greek traitor and decided to act upon the advice. At dawn the great sea fight at Salamis (480 B.C.) began. With horror the Persian King saw his eight hundred ships rammed and shattered by the determined Greeks. After the battle, in great disgust and disappointment, the Persian monarch decided to leave Greece forever.

A. The Persian King sees his navy destroyed at Salamis.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

VI. Xerxes left behind a general who promised to conquer "the rest of Greece" if he were given 3,000 men. This general tried to make a treaty with the Athenians who flatly refused. The Athenians met what was left of the Persian army the following year. The

Nothing remained but office of another man. The Persians had de-

stroyed the great city of Athens.

A. The Athenians leave their city and Athens is burned.

1.

2.

3.

V. In this time of trouble Themistocles was the acknowledged

leader of the Greeks. Hoping to meet the Persians in a naval battle

at the narrow strait of Salamis before they were fully prepared, he

sent a secret messenger telling the Persian general of an attack at once.

Xerxes believed that the message came from a Greek friend and he

did not obey the advice. At dawn the great sea fight of

Salamis (480 B.C.) began. With horror the Persian King saw his

eight hundred ships burned and shattered by the determined Greeks.

After the battle, in great disgust and disappointment, the Persian

warrior decided to leave Greece forever.

A. The Persian King sees his army destroyed at Salamis.

1.

2.

3.

4.

VI. Xerxes left behind a general who promised to conquer "the

rest of Greece." He was at once 2,000 men. This general tried to

make a treaty with the Athenians who flatly refused. The Athenians

met what was left of the Persian army the following year. The

Persians were so completely humiliated that they withdrew forever from the land of the Greeks. At last Greece was free! Right had triumphed over might and the democracy of Greece was saved from Asiatic despotism.

A. The Persians withdrew from the land of the Greeks forever

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### Central Thought and Supporting Details - Part II

Directions: Below are six paragraphs. You are to write the central thought of each paragraph opposite the letter which appears under it. Write the supporting details in order opposite the numbers which are indented under the letters.

I. During and after the Peloponnesian War, the conditions of trade and business life in Greece were rapidly changing. The small wars between the states were almost continuous down to the time of Philip's victory at Chaerones. This caused untold suffering and loss of property outside the large cities. A conservative estimate gives the city of Athens and the Piraeus a population of about 120,000 in the time of Philip and Thebes over 40,000. Olynthus, which had a population of possibly 20,000 in 383 B.C., doubled it in the next years.

A. \_\_\_\_\_



195

Perians were so completely humiliated that they withdrew forever  
 from the land of the Greeks. At last Greece was free! Night had  
 triumphed over night and the democracy of Greece was saved from  
 Asiatic despotism.

A. The Perians withdrew from the land of the Greeks forever

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### General Thought and Supporting Details - Part II

Directions: Below are six paragraphs. You are to write the central  
 thought of each paragraph opposite the letter which appears under it.  
 Write the supporting details in order opposite the numbers which are  
 indicated under the letters.

I. During and after the Peloponnesian War, the great days of trade  
 and business life in Greece were rapidly changing. The small wars  
 between the states were almost continuous down to the time of Philip's  
 victory at Chæronea. This caused cities suffering and loss of  
 property outside the large cities. A conservative estimate gives  
 the city of Athens and the Piræus a population of about 120,000  
 in the time of Philip and Thucydides over 40,000. Olynthus, which had  
 a population of possibly 20,000 in 353 B.C., doubled it in the next

years.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

II. The Golden Age of Athens, or the Age of Pericles, as it was also called was really a very brief period of about fifty years during the middle part of the fifth century B.C. During these years between the defeat of the Persians and the beginning of the civil wars in Greece, Athens was the leading city of the western world. She erected magnificent buildings; her artists and sculptors set standards that have never been surpassed; her writers gave to the world plays and dramas of power and beauty; her philosophers presented new interpretations of the true meaning of life. Athens was at her greatest height.

A. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

III. With the death of the men who led the Greeks during the Persian wars, a statesman by the name of Pericles began to make his influence felt in Athens. Although he belonged to a noble family, he often championed the cause of the people. Because of his great nobility, his strong character and his eloquence as an orator, he

II. The Golden Age of Athens, or the Age of Pericles, as it was also called was really a very brief period of about fifty years during the middle part of the fifth century B.C. During these years between the defeat of the Persians and the beginning of the civil wars in Greece, Athens was the leading city of the Western world. She erected magnificent buildings; her artists and sculptors set standards that have never been surpassed; her writers gave to the world plays and dramas of power and beauty; her philosophers presented new interpretations of the true meaning of life. Athens was at her greatest height.

III. With the death of the man who led the Greeks during the Persian wars, a statesman by the name of Pericles began to make his influence felt in Athens. Although he belonged to a noble family, he often championed the cause of the people. Because of his great nobility, his strong character and his eloquence as an orator, he



gained control of public affairs in Athens. The writers of the time realized the great influence of Pericles. One said, "The democracy existed in name; in reality it was the government of the first citizen." Another said, "He got all of Athens into his own hands." Though the personality of Pericles was so strong that he held the reins of government in his own hands, he never abused his privilege or tried to become a tyrant.

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

IV. If you look carefully at the columns supporting the Parthenon, the noblest of all the temples built in Athens, you will see that they are built in the simple, stately Doric style. In deciding which kind of graceful columns should be used to support the roof of the Parthenon, the Greeks had three styles from which to choose. The three orders of Greek architecture were the Doric, the Ionic, and the Corinthian. The simple Doric column tapers slightly up to the thick slabs of stone forming the capital. The capital, itself, instead of being a plain block of stone, is artistically curved to blend with the upright lines of the column. Next is the more slender Ionic style with its capital carved in spiral form. Then there is the delicate Corinthian column which is capped with a cluster of exquisitely carved acanthus leaves. When modern architects wish to add graceful, stately columns to a beautiful building, they usually

gained control of public affairs in Athens. The writers of the time realized the great influence of Pericles. One said, "The democracy existed in name; in reality it was the government of the first citizen." Another said, "He got all of Athens into his own hands." Though the personality of Pericles was so strong that he held the reins of government in his own hands, he never abused his privilege or tried to become a tyrant.

- A. \_\_\_\_\_
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
- IV. If you look carefully at the columns supporting the Parthenon, the nobility of all the temples built in Athens, you will see that they are built in the simple, stately Doric style. In building which kind of graceful columns should be used to support the roof of the Parthenon, the Greeks had three styles from which to choose. The three orders of Greek architecture were the Doric, the Ionic, and the Corinthian. The simple Doric column tapered slightly as to the thick base of stone forming the capital. The capital, itself, instead of being a plain block of stone, is artistically carved to blend with the upright lines of the column. Next is the more slender Ionic style with the capital carved in spiral form. Then there is the delicate Corinthian column which is topped with a cluster of exquisitely carved acanthus leaves. When modern architects had to add graceful, stately columns to a beautiful building, they usually



choose the Doric, the Ionic, or the Corinthian type.

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

V. The Greeks liked light, merry comedies in which the action of their most prominent citizens were ridiculed, but they enjoyed serious works and tragedies even more. These tragedies, or plays in which the ending was unhappy, were so called because a tragos or goat was sacrificed before the play. Today almost every tragedy on the stage or screen has a few comic characters to relieve the tension when the situation becomes too trying for the audience. But in those days, comedy was felt to have no place in the tragic drama. So a dramatic scene was usually followed by a beautiful song from a chorus of male voices. Sometimes this chorus was as important as the actors themselves in creating an atmosphere for the play.

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

VI. Socrates was one of the first of the Greeks to turn away from the idea of many gods and believe in the existence of one supreme being. Old-fashioned Greeks were horrified with this idea, and his enemies finally charged him with corrupting the young men of Athens by teaching them false beliefs. He was tried and condemned to die. It is said that no one ever received his sentence



1.

2.

3.

4.

... ..

... ..

... ..

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1.

2.

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more calmly or "ever bowed his head to death more nobly." With great courage he said, "Now the time has come and we must go hence; I to die, and you to live. Whether life or death is better is known to God and to God only."

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

were calmly or "ever bowed his head to death more nobly." With  
great courage he said, "Now the time has come and we must go hence;  
I go die, and you to live. Whether life or death is better is known  
to God and to God only."

- A. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_



### THOUGHT PATTERNS

The ideas in a book always run along in some kind of order. It makes our reading and understanding easier, if we can see, at any given place, the order the author is following.

#### Time Order

One of the most common orders is time order. In telling what happened, an author will give the events in the order of their occurrences, describing the first incident, the second, the third, and so on. Stories, histories, and biographies usually follow time order. So do descriptions of how to do or make something. Here is an example of time order, giving the main thought with supporting details, which can be developed into an outline.

A camp fire in the woods should be built with the greatest care. First, a spot should be cleared so that dead leaves and brush will not ignite and spread the flames. A fireplace should then be constructed of flat stones. These stones prevent the fire from spreading, and they also retain the heat. The fire ought to be started with small twigs and bark. Larger pieces of wood, cut to a proper length, should be added gradually. Never should a campfire be so built that the flames at any time leap high in the air. When it has burned long enough so that a bed of hot, glowing coals is established, then, and not until then, is the fire ready for cooking the anticipated meal. After the campfire has served its purpose, the most important thing of all remains to be done.

It must be extinguished to the last spark.

From Progress in English  
by Clark and Knox

## THOUGHT PATTERNS

The idea is a book always has a certain order. It makes our reading and understanding easier, if we can see, at any given place, the order the author is following.

### Time Order

One of the most common orders is time order. In telling what happened, an author will give the events in the order of their occurrence, describing the first incident, the second, the third, and so on. Stories, histories, and biographies usually follow time order. So do descriptions of how to do or make something. Here is an example of time order, giving the main thought with supporting details, which can be developed into an outline.

A camp fire in the woods should be built with the greatest care. First, a spot should be cleared so that dead leaves and brush will not ignite and spread the flames. A fireglass should then be constructed of flat stones. These stones prevent the fire from spreading, and they also retain the heat. The fire ought to be started with small twigs and bark. Larger pieces of wood, cut to a proper length, should be added gradually. Never should a campfire be so built that the flames at any time leap high in the air. When it has burned long enough so that a bed of hot, glowing coals is established, then, and not until then, is the fire ready for cooking the anticipated meal. After the campfire has served its purpose, the most important thing of all remains to be done.

It must be extinguished on the last spot.

Two Progress in English  
by Elmer and Knox



# I. How to build a campfire in the woods

- A. Clearing the spot
- B. Constructing the fireplace
- C. Starting the fire
- D. Establishing glowing coals
- E. Cooking the meal
- F. Extinguishing to the last spark

## Enumerative Order

Another common pattern of arranging ideas is called the enumerative order. To enumerate means to count off, or to list things. An author lists the points he wants to make. He lists facts or ideas, one after another, in order of importance or of interest. Explanations and arguments usually follow an enumerative order. Speakers and writers will list the six kinds of, the two types of, the four steps in, uses of, qualities of, reasons for, characteristics of, methods of, leaders of, parts of, etc.

Here is an example of enumerative order with the central thought and subordinate details, which may be developed into an outline.

Some people who are intelligent in other things persist in believing certain absurd superstitions, They believe queer things about human beings, such as that (1) a man has one less rib than a woman, (2) that a man weighs no more after eating than before, and (3) that a person falling from a great height is dead before he reaches the earth. They have peculiar notions about animals, such as



I. How to build a campfire in the woods

- A. Clearing the spot
- B. Constructing the fireplace
- C. Starting the fire
- D. Maintaining glowing coals
- E. Cooking the meal
- F. Extinguishing the fire

### Enumerative Order

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Here is an example of enumerative order with the central thought and subordinate details, which may be developed into an outline.

Some people who are intelligent in other things operate in believing certain absurd superstitions. They believe queer things about human beings, such as that (1) a man has one less rib than a woman, (2) that a man weighs no more after eating than before, and (3) that a person falling from a great height is dead before he reaches the earth. They have peculiar notions about animals, such as

that (4) red excites a bull more than other colors, and (5) that a certain kind of snake takes its tail in its mouth and rolls along like a hoop. There are many delusions about the weather also. Some people believe that (6) there is more ozone in the air at the sea shore than inland, when that they really smell is the fragrance of decaying seaweed. They believe that (7) certain crops should be planted in the "dark" or the "light" of the moon, or (8) that moonlight is likely to bring frosts. These things are mere superstitions, for there is abundant evidence to disprove all of them.

#### I. Common superstitions

A. concerning human beings

B. concerning animals

C. concerning weather

#### Comparative Order

A third common pattern for arranging ideas is the order of comparison. Two things are compared for the ways in which they are alike or different. A writer may show the advantages and the disadvantages of having a hobby. If you were describing a tiger to a small boy or girl who had never seen one, you would compare it with a cat. Comparisons and contrasts help us to make our ideas clear. Comparison is used a great deal in argumentative writing.

Here is a paragraph which compares the background of two stories - Holland and Switzerland. This paragraph is outlined.

that (4) red excites a dull more than other colors, and (5) that certain kind of snake takes its tail in its mouth and rolls along like a hoop. There are many delusions about the world's size. Some people believe that (6) there is more stone in the air at the sea shore than inland, when that they really smell the fragrance of seaweed. They believe that (7) certain crops should be planted in the "dark" or the "light" of the moon, or (8) that moonlight is likely to bring frost. These things are mere superstitions, for there is abundant evidence to disprove all of them.

# I. Common superstitions

- A. concerning human beings
- B. concerning animals
- C. concerning weather

## Comparison as a Device

A third common pattern for arranging ideas is the order of comparison. Two things are compared for the ways in which they are alike or different. A writer may show the advantages and the disadvantages of having a hobby. If you were describing a tiger to a small boy or girl who had never seen one, you would compare it with a cat. Comparisons and contrasts help us to make our ideas clear. Comparison is used a great deal in argumentative writing.

Here is a paragraph which compares the background of two stories - *Hollis and Switzerland*. This paragraph is outlined.



Switzerland and Holland are the backgrounds of two fascinating stories about children. Heidi is an old story of the life of a little girl who lives in the Swiss Alps. Jan and Betje is a short tale of two children who have their home on a barge which sails the canals of Holland. Heidi opens with a sunrise on the mountains, while Jan and Betje starts with a sunrise on the canal. Holland is low, flat country with countless waterways cutting in every direction. Switzerland is high mountainous country. Many people of Holland live in tiny, tile houses, in windmills, or on boats. The boats are large and flat, and sail the canals all summer long. When winter comes, and the canals are frozen over, the family must live on land. In Switzerland many country people live in small log cabins and in summer drive their goats up the mountain every day to graze. The two stories have delightful, but very different backgrounds.

From English in Action - Pupil  
by Tressler

## I. Setting of Heidi

- A. Life in the Swiss Alps
- B. Setting - sunrise on the mountains
- C. Description of Switzerland
- D. Living conditions in Switzerland
  - a) Summer and winter

## II. Setting of Betje

- A. Life on a barge on the canals of Holland
- B. Setting - sunrise on a canal

Switzerland and Holland are the background of the two stories.  
 The first story is about children. Heidi is an old story of the life of  
 a little girl who lives in the Swiss Alps. Her and Peter are a  
 sort of two children who have their home in a house which  
 sits on the side of a mountain. Heidi goes with a nurse on the  
 mountains, while her and Peter stay with a nurse on the mountain.  
 Holland is a flat country with canals and waves cutting in  
 every direction. Switzerland is a mountainous country. Many  
 people of Holland live in tiny, little houses, in villages, or on  
 boats. The boats are large and flat, and sail the canals all  
 summer long. When winter comes, and the canals are frozen over,  
 the family must live on land. In Switzerland many country people  
 live in small log cabins and in winter drive their cattle up the  
 mountain every day to graze. The two stories have different, but  
 very different backgrounds.

From English in Action - English  
 by F. H. H. H.

## I. Setting of Heidi

- A. Life in the Swiss Alps
- B. Setting - scenes on the mountains
- C. Description of Switzerland
- D. Living conditions in Switzerland
- E. Summer and winter

## II. Setting of Peter

- A. Life on a boat on the canals of Holland
- B. Setting - scenes on a canal



### C. Description of Holland

### D. Living conditions in Holland

#### a) Summer and winter

#### Combined Patterns

In a long composition a writer may combine patterns. Explanations make free use of time order, enumerative order, and comparative order, often combining all three.

Here is an example of a paragraph in which the author's purpose is to compare living in the country with living in the city. Notice how he uses enumeration to aid in presenting each side of the question.

We like living in the country better than in the city because living quarters are cheaper, people are more cordial, and there is less noise and more fresh air. Of course, our stores are small, and the selection of merchandise, limited. Our clothes are not of the latest style, but our fruits, vegetables, and flowers are better. We get little outside amusement; good plays come seldom to our village, but the radio contributes much to our education and happiness. Above all, we are a very short distance from the wide open spaces which seem more beautiful to us than the smoky panorama of a city skyline.

From Making Sense  
by Salisbury & Leonard, p. 10

The purpose of these exercises is to help you to find what order the author is following.



C. Description of Holland  
 D. Living conditions in Holland  
 a) Summer and winter

Descriptive Paragraph

In a long composition a writer may combine paragraphs. Explanations make free use of time order, enumerative order, and comparative order, often combining all three.

Here is an example of a paragraph in which the author's purpose is to compare living in the country with living in the city. Notice how he uses enumeration to aid in presenting each side of the question.

We like living in the country better than in the city because living quarters are cheaper, people are more cordial, and there is less noise and more fresh air. Of course, our stores are small, and the selection of merchandise is limited. Our clothes are not of the latest style, but our friends, vegetables, and flowers are better. We get little outside amusement; good plays come seldom to our village, but the radio contributes much to our education and happiness. Above all, we are a very short distance from the wide open spaces which seem more beautiful to us than the smoky panorama of a city skyline.

From Making Sense  
 by Salisbury & Leonard, p. 10

The purpose of these exercises is to help you to find what order the author is following.

### Thought Patterns

What is the author's pattern for each of the following paragraphs? On the line after each paragraph write T for time order, C for comparative order, and E for enumerative order. There is one paragraph of each kind.

#### Drill One

The bowline is a useful knot because it makes a loop that won't slip. The Boy Scout Handbook tells you that you can use it in life saving, and for fastening a horse or a boat to a post. Keep in mind that one end of a long rope is used in tying the knot. First lay A, the short free end of the rope, over B, the long part of the rope, to form a small loop. Then bring A around and thread it up through the small loop, to form a second larger loop. The third step is to pass A behind B down through the first small loop. Draw the small loop tight, leaving a permanent larger loop.

I. \_\_\_\_\_

#### Drill Two

In the poem "The Bells," Edgar Allan Poe shows the different things that the different bells do. The sledge bells tinkle in the icy air of night, The wedding bells ring out their delight. The firebells shriek out of tune. The death bell tolls out its knell.

II. \_\_\_\_\_

Thought Patterns

What is the author's pattern for each of the following paragraphs?  
On the line after each paragraph write T for time order, S for space-  
time order, and E for enumerative order. There is one paragraph of each  
kind.

Drill One

The bowline is a useful knot because it makes a loop that won't  
slip. The Boy Scout Handbook tells you that you can use it in life-  
saving, and for fastening a horse or a boat to a post. Keep in mind  
that one end of a long rope is used in tying the knot. First lay A,  
the short free end of the rope, over B, the long part of the rope,  
to form a small loop. Then bring A around and thread it up through  
the small loop, to form a second larger loop. The third step is to  
pass A behind B down through the first small loop. Draw the small  
loop tight, leaving a permanent larger loop.

I.

Drill Two

In the poem "The Bells," Edgar Allan Poe shows the different  
changes that the different bells do. The sabbath bells ring in the  
joy air of night. The wedding bells ring out their delight. The  
firebells shriek out of tune. The death bell tolls out its knell.

II.



### Drill Three

You'll look a long time before you find a better place for a wilderness vacation than the Apostles Islands. The group consists of twenty-two islands of various sizes, the largest being sixteen miles long and five miles wide. They are scattered about thirty miles out from the shores of Wisconsin, in Lake Superior, and can be reached only by motor boat leaving from Ashland or Bayfield. The islands were once the haunts of Indian tribes, and today some of their greatest interest lies in the grotesque cliffs, pillars, and caves of sandstone which mark the northern exposures. Acres of dense forest bring one into the very heart of the primeval. From any of the islands, but particularly from Brownstone, fishing expeditions are usually successful. Lake trout are plentiful in season and average from four to ten pounds, with twenty-five pound fighters not unusual. The Apostle Islands are one of the last stands of the American wilderness.

From Making Sense  
by Salisbury & Leonard, p. 16

III. \_\_\_\_\_

### Drift Three

You'll look a long time before you find a better place for a wilderness vacation than the Apostle Islands. The group consists of twenty-two islands of various sizes, the largest being sixteen miles long and five miles wide. They are scattered about thirty miles out from the shores of Wisconsin, in Lake Superior, and can be reached only by motor boat leaving from Ashland or Bayfield. The islands were once the haunts of Indian tribes, and today some of their greatest interest lies in the grotesque cliffs, gullies, and caves of sandstone which mark the northern exposures. Areas of dense forest bring one into the very heart of the primeval. From any of the islands, but particularly from Brownstone, fishing expeditions are usually successful. Lake trout are plentiful in season and average from four to ten pounds, with twenty-five pound fighters not unusual. The Apostle Islands are one of the last stands of the American wilderness.

From Ashland, Wis.  
by Callisburg & Leonard, p. 10

BLOCK FOUR

NEW MEETS OLD



4. Topics + sentences
5. Jumbled order
6. writing headlines
7. multiple associations
8. making sentences out of 3 words

### NEW MEETS OLD

Directions: Just to prove to you how much you really do know about this world, let us try an experiment. A list of words are given to you and, with each word, write down the first "association" with that words that comes to you. For example, if the word were Hallowe'en, you might think of pumpkins, witches, black cats, cider, and doughnuts. Just write down the first thing that pops into your mind about the word. When you've finished, one of the other pupils can go to the board and make a list of all the different things the class thought of. After they are all listed you may have ten or twenty different associations on the board. You might have been able to get them all if you had had time.

The purpose of the following exercises is to help you to connect what you read with what you already know.

### Connecting What You Read with What You Already Know

#### Drill One

Try these words in the same way.

- (1) Christmas \_\_\_\_\_
- (2) Easter \_\_\_\_\_
- (3) Circus day \_\_\_\_\_
- (4) Russia \_\_\_\_\_
- (5) hospitals \_\_\_\_\_
- (6) soldiers \_\_\_\_\_
- (7) cowboys \_\_\_\_\_
- (8) Nazis \_\_\_\_\_
- (9) Summer vacation \_\_\_\_\_
- (10) fishing \_\_\_\_\_





## Looking Into Your Mind - A Game

### Drill Two

Directions: Divide the class into several teams; three or four people to a team. Choose one of the items below. The idea is to see which team can think of the greatest number of associations with it. In the previous drill you made just one association with each item. Now you are to see how many you can make. Let one person on each team be a secretary to write down ideas as the rest of you think of them. At the end of three minutes, the teacher will call "Time." Each team will report the number of different associations it was able to make. The winning team is the one with the greatest number of associations. The winning list should be written on the board. No item will be accepted unless it is correctly written (spelled). You may use the dictionary during the game if you wish.

Stir up your memory! Turn your mind inside out. You'll need to be wise awake and fast, or your team won't win. When you have finished with one of the items, try some of the others. Don't start until the teacher says, "Go."

- |                       |                   |
|-----------------------|-------------------|
| (1) desert            | (6) U. S. Marines |
| (2) General MacArthur | (7) submarines    |
| (3) Pearl Harbor      | (8) Japanese      |
| (4) Rome              | (9) black-out     |
| (5) jungles           | (10) Russia       |

Looking Into Your Mind - A Game

Will Two

Directions: Divide the class into several teams; three or four people to a team. Choose one of the items below. The idea is to see which team can think of the greatest number of associations with it. In the previous drill you made just one association with each item. Now you are to see how many you can make. Let one person on each team be a secretary to write down ideas as the rest of you think of them. At the end of three minutes, the teacher will call "Time." Each team will report the number of different associations it was able to make. The winning team is the one with the greatest number of associations. The winning list should be written on the board. No item will be repeated unless it is correctly written (spelled). You may use the dictionary. Go into the game if you wish.

Put up your memory! For your mind looks out. You'll meet so many new words and facts on your team work. When you have finished with one of the items, try some of the others. Don't start until the

teacher says, "Go."

- |                  |                   |
|------------------|-------------------|
| (1) General      | (6) U. S. Marines |
| (2) General      | (7) Mathematics   |
| (3) Pearl Harbor | (8) Japanese      |
| (4) Rome         | (9) Black-out     |
| (5) Jungle       | (10) Russia       |



## Seeing the Connection Through the Association of Ideas

### Drill One

Directions: Let us try another way of looking at this matter of association. Suppose we had two words like "rats" and "plague". You might know that rats carry the plague. If we had "fleas", "rats", and "plague"; you'd know that fleas carried by rats cause the plague. You see, you don't have any trouble at all associating these three words.

Each series from the selection below gives a list of three or more items. Each item in a series is related in some way to the others. For each series, write one sentence showing the connection between the items. Thus, if you had "rats", "fleas", and "plague", you would write the sentence, "Fleas carried by rats cause the plague."

Take a look at this series: "Arabian horses," "Bedouin chiefs," "Arabian desert". Here is the sentence that connects these three: "Arabian horses were used by The Bedouin chiefs of the Arabian desert."

Now, go ahead, writing sentences of your own. Each sentence must include every item mentioned in the series. You may add any word you like, and you may change the form of any word. For example, you may change "whale" to "whales" or "Canada" to "Canadians". The words need not appear in your sentence in the order in which they appear in the list.

- (1) Goddess of Liberty, New York Harbor, France.
- (2) Betsy Ross, flag, United States.
- (3) Peace, Poland, Russia.
- (4) Rome, sacred treasures, bombs, destruction
- (5) Bears, hibernate, winter



Seeing the Connection Through the Association of Ideas

Prill One

Directions: Let us try another way of looking at this matter of association. Suppose we had two words like "rate" and "plague". You might know that rate carries the plague. If we had "flood", "rate", and "plague"; you'd know that flood carries the plague. You see, you don't have any trouble at all associating these three words. Each series from the selection below gives a list of three or more items. Each item in a series is related in some way to the others. For each series, write one sentence showing the connection between the items. Then, if you had "rate", "flood", and "plague", you would write the sentence, "Flood carries by rate causes the plague."

Take a look at this series: "Arabian horses", "Bedouin chiefs", "Arabian desert". Here is the sentence that connects them: "Arabian horses were used by the Bedouin chiefs of the Arabian desert."

Now, go ahead, writing each case of your own. Each sentence must include every item mentioned in the series. You may add any word you like, and you may change the form of any word. For example, you may change "whales" to "whale" or "whale" to "whale". The words need not appear in your sentence in the order in which they appear in the list.

- (1) Goddess of Liberty, New York Harbor, France.
- (2) Gatsby Ross, Iraq, United States.
- (3) Peace, Poland, Russia.
- (4) Rome, sacred mountains, Rome, destruction.
- (5) Bears, hibernates, winter.

- (6) Igloos, Eskimo, blocks of ice
- (7) Whale, blubber, oil
- (8) Locks, Panama Canal, Atlantic and Pacific Oceans
- (9) Admiral Byrd, winter, Antarctic
- (10) Empire State Building, sky scraper, New York City
- (11) Wasp, air plane carrier, torpedoes, Guadalcanal
- (12) Cardinal O'Connell, spiritual shepherd, great American, death

Write your completed sentences in this section.

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_
- (7) \_\_\_\_\_
- (8) \_\_\_\_\_
- (9) \_\_\_\_\_
- (10) \_\_\_\_\_
- (11) \_\_\_\_\_
- (12) \_\_\_\_\_

#### Paragraph Pairs

In this section you will find paragraph pairs. The two paragraphs in each pair are related in some way or other. Can you find the idea that connects the two? Suppose for example you were to have two paragraphs like these:

- (6) Egypt, Suez, Suez Canal
- (7) Suez, Suez Canal
- (8) Suez, Suez Canal
- (9) Suez, Suez Canal
- (10) Suez, Suez Canal
- (11) Suez, Suez Canal
- (12) Suez, Suez Canal

Write your completed sentences in this section.

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_
- (7) \_\_\_\_\_
- (8) \_\_\_\_\_
- (9) \_\_\_\_\_
- (10) \_\_\_\_\_
- (11) \_\_\_\_\_
- (12) \_\_\_\_\_

### Paragraph Pair

In this section you will find paragraph pairs. The two paragraphs in each pair are related in some way or other. You will find the two paragraphs together in the two. Suppose for example you were to have two paragraphs

like these:



A. For more than fifty years the Goddess of Liberty has towered above New York Harbor. The giant bronze statue, 151 feet high, rests on a 154 foot base. Altogether it rises 305 feet into the air. Forty people can stand inside the head, and twelve people can stand in the torch. When the United States celebrated the hundredth anniversary of the signing of the Declaration of Independence, the French people decided to send a present to America. They sent the Goddess of Liberty, carefully crated, in 300 pieces. These pieces were put together and the goddess was set up on an island in New York Harbor. There she has stood ever since, a sign of liberty and friendship for every newcomer to America.

B. Rhodes is a tiny island in the Aegean Sea. Once its harbor was filled with ships busily coming and going, and over the harbor towered a huge bronze statue called the Colossus of Rhodes. It was one of the Seven Wonders of the Ancient World. Some writers say that the statue straddled the harbor, and that ships sailed in between its huge legs. The figure was probably about 105 ft. high. No one knows exactly what it looked like, for in 224 B.C. an earthquake toppled it into the sea. It fell with a crash that splintered it into thousands of pieces. For hundred of years afterwards the harbor was cluttered with bronze fragments from the shattered statue. Then in A.D. 656, a merchant bought the useless pieces and crated them away to use as waste metal. Thus was one of the Seven Wonders of the World sold for junk

4. For more than fifty years the Goddess of Liberty has stood  
above New York Harbor. The giant bronze statue, 151 feet high,  
rests on a 154 foot base. Altogether it rises 305 feet into the air.  
Every people can stand inside the head, and twelve people can  
stand in the torch. When the United States celebrated the 100th  
anniversary of the signing of the Declaration of Independence,  
the French people decided to send a present to America. They sent  
the Goddess of Liberty, carefully crated, in 300 pieces. These  
pieces were put together and the Goddess was set up on an island in  
New York Harbor. There she has stood ever since, a sign of liberty  
and friendship for every newcomer to America.

5. Rhodes is a tiny island in the Aegean Sea. Once its  
harbor was filled with ships busily coming and going, and over the  
harbor towered a huge bronze statue called the Colossus of Rhodes.  
It was one of the Seven Wonders of the Ancient World. One day there  
was a great earthquake which destroyed the harbor, and the ship called  
in between the huge legs. The figure was probably about 100 feet  
high. No one knows exactly what it looked like, but in 330 B.C. an  
earthquake toppled it into the sea. It fell with a crash that  
shattered it into thousands of pieces. For hundreds of years after-  
wards the harbor was cluttered with bronze fragments from the shattered  
statue. Then in A.D. 666, a merchant bought the useless pieces  
and started them away to use as waste metal. Thus was one of the  
Seven Wonders of the World sold for junk.



Of course, you can see right away that these two paragraphs are both about giant statues erected in a harbor. To be sure, one statue was built a long time ago and doesn't exist any more, and the other was built about fifty years ago and still stands. Nevertheless, in spite of these differences, the two paragraphs are both about huge statues standing in a harbor.

Read quickly through the following paragraph pairs, just to get the idea. Then go back and look at each pair of paragraphs. How are they alike? What have they in common? What is it that connects the two? When you have decided, write a sentence that shows the connection between them. Begin each sentence - "Both paragraphs are about .....". Just for practice, suppose we write such a sentence for the two paragraphs about harbor statues. Below are four possible sentences. Which one do you think is best?

Both paragraphs are about statues.

Both paragraphs are about harbors.

Both paragraphs are about statues in a harbor.

Both paragraphs are about giant bronze statues erected in a harbor.

The last sentence is the best, because it mentions every point the two paragraphs have in common.

#### Drill One

At the end of each pair of paragraphs write a sentence like the one we chose from the harbor statues. Be sure that the sentence shows every point of likeness between the two paragraphs. It would be a good idea to write some sample sentences on a separate sheet of paper before you



Of course, you can see right away that these two paragraphs are both about giant statues erected in a harbor. To be sure, one statue was built a long time ago and doesn't exist any more, and the other was built about fifty years ago and still stands. Nevertheless, in spite of these differences, the two paragraphs are both about huge statues erected in a harbor.

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Both paragraphs are about harbors.

Both paragraphs are about statues in a harbor.

Both paragraphs are about giant statues erected in a harbor.

The last sentence is the best, because it tells every point

the two paragraphs have in common.

#### Write One

At the end of each pair of paragraphs write a sentence like the one we chose from the harbor statues. Be sure that the sentence shows every point of likeness between the two paragraphs. It would be a good idea to write some sample sentences on a separate sheet of paper before you

make a final copy at the end of the pairs of paragraphs.

I. A. When tulips were first introduced into Holland, they were so precious that the most extravagant prices were paid for them. A merchant sometimes put his entire fortune into a few bulbs. One rare root was purchased in 1636 for 4,000 florins, a new carriage, two gray horses, and a complete harness. On another occasion, a single bulb cost four oxen, eight swine, twelve sheep, two hogs-heads of wine, a thousand pounds of cheese, and various household goods.

B. The first tulips were imported into Holland from Constantinople. The word tulip itself comes from a Turkish word meaning "turban", referring to the turban-like shape of the flower. At first, tulip bulbs were so rare that wealthy Dutchmen, who liked to grow the flowers in their gardens, had to send to Constantinople for the roots. Soon, however, more and more people wanted bulbs. Presently everyone was buying tulips.

Ans. I. Both \_\_\_\_\_

### Drill Two

II. A. Mail was recently transferred from one British ship to another in mid-ocean, yet not a man not a boat left either ship. The scheme was as simple as it was clever. On board one ship, a gun was rigged up so that it could fire a rope. When the gun was fired, it was aimed so carefully that the rope fell squarely across the deck of the other ship. Sailors tied the rope securely to both ships. It was then a simple matter to send the mail

make a final copy at the end of the series of photographs.  
1. A. When subjects were first introduced into the room, they  
so quickly that the most experienced observer was left in doubt.  
A momentary hesitation but the subject returned to the room.  
The first was performed in 1936 for \$4,000 dollars, and was carried  
two gray horses, and a complete harness. On another occasion, a  
single built coat four men, eight miles, twelve sheep, and many  
bushes of wine, a thousand pounds of cheese, and other household  
goods.

2. The first subject was imported into Holland from Germany.  
The second subject was a Dutchman and was named  
"Hendrik", referring to the Dutch-like shape of the flower. In  
first, subject was not so well as the Dutchman, and liked  
to grow the flowers in their garden, and to have the same shape  
for the roots. Hendrik, however, was a Dutchman and was named  
Hendrik, and was named Hendrik.

See. I. 30th

### Bill Two

3. A. Bill was recently transferred from the British ship to  
another in this series, yet not a new one but a different one.  
The subject was an Englishman and was named Hendrik. On board the ship,  
a new was it used up so that it could be a copy. When the ship  
was first, it was named so carefully that the ship was named  
Hendrik the back of the other ship. Hendrik the ship was named  
Hendrik. It was then a ship named Hendrik.



pouches from one ship to the other, using the rope as a cable line.

B. A cat-post, operated in Berlin in 1879, had thirty cats as postmen. The strange service used the principle of the homing pigeon. The cats lived in one place until they became accustomed to thinking of that place as home. They could then be taken as much as seven or eight miles away, yet they would always return. Thus the cats were trained to trot home through the streets of Berlin, letters and messages strapped to their backs.

Ans. II. Both \_\_\_\_\_

### Drill Three

III. A. In Siberia, deep in the bowels of the earth, a great fire smolders day and night, hourly consuming vast deposits of coal. However, this underground fire is no accident. Scientists lit it on purpose. By this method it is possible to make use of coal that otherwise could not be profitably mined. Some coal deposits are so deep in the earth that they are difficult to reach. Others are so poor in quality that they are not worth the trouble and expense of digging. Now, miners set afire these otherwise worthless deposits. As the coal burns, it forms a coal gas which can be piped from the mine and sold for lighting, heating, cooking, and power.

B. Lit by accident, an underground fire has been burning since 1884 in a coal mine in Straitsville, Ohio. No method has yet been found to stop the fire. Smoke and poisonous gases pour from long

...from the fact that the ...  
...in the ...  
...The ...  
...to ...  
...much ...  
...Then ...  
...Berlin, ...

... 1934 ...

#### ... 1934 ...

... In ...  
...and ...  
...this ...  
...on ...  
...could ...  
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jagged fissures in the ground. Roadways have sunk as much as five feet, making highways impassable. In places the glowing underground furnaces has pierced the surface of the earth to burn buildings and timber. Twelve houses, crumpled by the red flames underneath them, have been abandoned by their owners. A farmer dug roasted potatoes out of his ruined garden. Already the blaze has destroyed twelve million tons of coal, and unless government mine experts find some way to extinguish the slow-moving fire, it will destroy the twenty-eight million tons that still lie in its path.

Ans. III. Both \_\_\_\_\_

---

### Phrasing Words to Get Comprehension

Words in a sentence have a way of falling into formations of their own. They stick together in little groups. If you split these words groups apart, their meaning seems lost. Grouping together the words that belong together is called "phrasing."

Directions: How are you going to know which words to group together? For one thing, punctuation marks will help you. They are the "landmarks." An author uses these landmarks to show how he wants you to phrase a sentence. He can't tell you how he wants you to phrase a sentence. He can't tell you how he wants a sentence read, but he can put in punctuation marks. Wherever a punctuation mark comes, one phrase ends and another begins.

#### Long

period .  
semi-colon ;  
colon :  
exclamation point !  
question mark ?

#### Short

dash -  
comma ,  
parenthesis ( )



jagged fissures in the ground. Kerosene lamps are hung at five  
 foot, making night-day impossible. In places the glowing underground  
 furnace has pierced the surface of the earth to form belching and  
 stinking. Twelve houses, crumpled by the red flames underneath  
 the, have been abandoned by their owners. A former tea-roasting  
 pot-house out of its ruined kitchen. Almost the place has been  
 twelve million tons of coal, and witness movement mine experts  
 find some way to strengthen the slow-moving line, is still waiting  
 the twenty-eight million tons that still lie in the path.

Ans. Ill. Bach

### Exercise Words for Composition

words in a sentence have a way of falling into formations of their  
 own. They stick together in little groups. If you split these words  
 groups apart, their meaning seems lost. Grouping together the words  
 that belong together is called "phrasing."  
 Direction: How are you going to split words into a group or  
 phrasing? For one thing, punctuation marks will help you. They are the  
 "landmarks." An author uses these landmarks to show how he wants you  
 to phrase a sentence. He can't tell you how he wants you to phrase a  
 sentence. He can't tell you how he wants a sentence read, but a com-  
 puter in punctuation marks. Whenever a punctuation mark comes, one phrase  
 ends and another begins.

large	period .	short	dash -
colon :	semi-colon ;	comma ,	apostrophe ' ( )
exclamation !	question ?		

### Word Groupings

The purpose of these exercises is to show you what words should be read together.

The following sentences have been broken into phrases. Parentheses around each phrase show you where one word-group ends and another begins. There are always pauses where a punctuation mark comes. There are also other pauses. Some sentences have no punctuation marks at all, except the period at the end. In other sentences the punctuation marks are far apart. Sometimes you will need to phrase in between the punctuation marks. In other words, you put in some extra pauses. Notice as you read how these pauses group words into phrases that are meaningful. Words that belong together are kept together.

- (1) (Among primitive peoples,) (brightly colored bird feathers)  
(were often used) (as money).
- (2) (In the Nile valley) (in Egypt) (there once lived) (a very  
remarkable people).
- (3) (The time came) (when the Egyptians) (built reservoirs) (in  
which) (to store water) (in the rainy season).
- (4) (The location) (of Phoenicia) (made it easy) (for men) (to  
travel) (by water.)
- (5) (To capture) (the little jungle bird) (a native) (fills a  
shell) (with stick sap) (from a tree.)
- (6) (The bird,) (tricked by the call,) (lights in the trees) (and  
its feet catch) (in the sticky sap.) (1)

# Word Groupings

The purpose of these exercises is to show you what words should be

put together.

The following sentences have been broken into phrases. Break them

around each phrase show you where one word-group ends and another begins.

There are always phrases where a group of words comes. There are also

other phrases. Some sentences have no punctuation marks at all, except

the period at the end. In other sentences the punctuation marks are

far apart. Sometimes you will need to phrase in between the punctuation

marks. In other words, you put in some extra phrases. Notice as you

read how these phrases group words into phrases that are meaningful. Notice

that being together are kept together.

(1) (Among primitive peoples, (brightly colored bird feathers)

(were often used) (as money).

(2) (In the Nile valley) (the Egypt) (there are many) (a very

remarkable people).

(3) (The time came) (when the Egyptians) (built pyramids) (in

which) (the same water) (in the rainy season).

(4) (The location) (of the mountain) (made it easy) (for men) (to

travel) (by water).

(5) (The explorers) (the little jungle) (the natives) (the little

animal) (which still) (from a tree).

(6) (The bird) (watched by the cat) (lived in the house) (and

(1) (the first) (in the rocky) (the



### Drill One

The following sentences have not been divided into phrases. Use parentheses to show where one word group ends and another begins.

- (1) Humans suffer from summer's heat.
- (2) So also do dogs and cats.
- (3) A Metropolitan newspaper offers advice to owners of these animals.
- (4) They are most comfortable when they are lying quietly in the shade.
- (5) It is well to remember that a dog needs slightly less food and exercise in summer than in winter.
- (6) He should have, however, two good walks daily, in the morning and evening, when the heat is not so intense.
- (7) While he needs slightly less food, he should not be given the sort of food which his master consumes.
- (8) Dogs do better on meat, summer or winter. (2)

(1) and (2)  
From Flying the Printways  
by Hovious

### Drill Two

Directions: Mark off as illustrated. Heat neutralizers/ should be considered carefully./ A dog which is washed/ once a month in winter/ should not be washed/ more than twice a month in summer/, or his skin will dry and crack./

1941

The following information was received from the Division of Fisheries and Wildlife.

Information was received from the Division of Fisheries and Wildlife regarding the following:

(1) The number of fish caught in the trap.

(2) The date of the catch.

(3) The location of the catch.

and

(4) The time of day when the fish were caught.

and

(5) The weather conditions at the time of the catch.

and

(6) The name of the person who caught the fish.

and

(7) The sex of the fish.

and

(8) The weight of the fish.

(9) The length of the fish.

(10) The age of the fish.

and

(11) The condition of the fish.

and

(12) The date of the report.



2. The worst crime one can commit against dogs or cats is to go away on vacation, leaving them unprovided for. Almost as bad is the practice of leaving the dog or cat in charge of a neighbor who does not like pets and who forgets the charge as soon as its owner is out of sight. If one is to own and enjoy a pet, he ought to assume responsibility for its care and comfort.



3. The worst crime one can commit against dogs or cats is  
to go away on vacation, leaving them unprotected and almost as  
helpless as the prisoners of war, the dog or cat in charge of a  
neighbor who does not like dogs and who regards the charge as  
such as its owner is out of sight. If one is so sure and sure  
as God, he ought to assume responsibility for its care and comfort.

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